THE MIDDLEBURY CAMPUS

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winter term : can it last?

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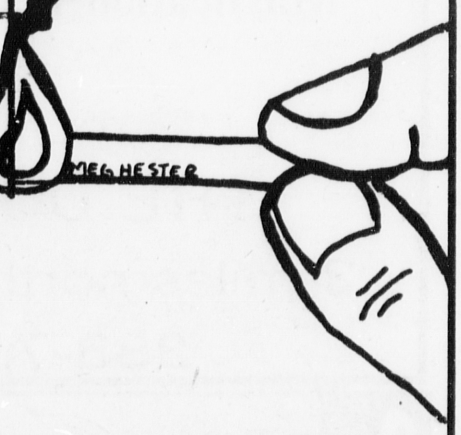

inside ...

★a complete list of winter term courses

did winter term ever succeed?

By BARBARA KRITCHEVSKY

Winter Term is not embedded in the Middlebury tradition. There have been fewer than ten Winter Terms.

How It Was

The old calendar consisted of two semesters, the first ending in January. Winter Term was suggested as having two advantages in addition to being a time when students could follow their interests by taking a single course. It would end the Fall academic calendar before Christmas and would free up to a third of the faculty from regular duties for the month.

Winter Term was suggested by the all-faculty Education Policy Committee in 1967, and favored by the Student Educational Policy Committee. The faculty defeated the proposal: 46 for, 50 against.

The document was revised and resubmitted to the Faculty. It passed on February 8, 1968; 69-29.

As O'Brien's White Paper describes it, the original Winter Term "was heavily directed at teaching situations with independent study components." The courses would introduce students to aspects of disciplines normally not taught in Fall or Spring courses.

Winter Term changes have since occurred "which (have) attentuated the pure model" of a term of new courses," the White Paper continues. Independent Study Projects, Internships, and Reading Groups began. The Intensive Language program, "which was not new but an effective re-packaging of traditional Fall Term work," was introduced.

O'Brien's paper says many of the original hopes and fears about Winter Term have been realized. Some students use Winter Term as R&R. Faculty loads are unbalanced, with special pressures on some. Favorably, though, experimental courses and teaching have been permitted, off-campus travel has been facilitated, and students have found Winter Term to be educationally satisfying.

In the 1974 Term, O'Brien continues, the Curriculum Committee was apprehensive about the low number of course slots which would force many students into courses they did not want. It "created a half dozen courses which they judged could and would be large enough and popular enough to absorb student interests." It also experimented with Reading Groups and more permissive approval of independent work.

As a result, the crisis did not develop. Although the courses helped, "what appeared to 'save the day' was the heavy election of options outside the curriculum."

In the first "major overhaul of Winter Term, Core Courses were instituted in Spring of 1974. A tightening of options outside the curriculum accompanied them.

These courses would enhance effective use of faculty and provide "cross-fertilization" of faculty interests, proponents felt. A large number of students could be handled while retaining a 20:1 student-faculty ratio. Core Courses, O'Brien said, offered "at least a shadowy allegiance to a liberal arts philosophy." And, by being Core, "it was hoped that they would be attractive to students or, if not, a student who had the unluck to fall into a Core Course could scarcely grumble that these large perennial issues were of no concern and interest."

In reality, though, many of the Courses were Core only "by a stretch of catalogue rhetoric." They did not help to draw in under-utilized areas of the Curriculum, such as the Sciences. They were no better filled than the other courses in Winter Term and no more effective in using faculty.

O'Brien concludes that the Courses were not, however, a failure. "Philosophically, they seem passable; in utilizing faculty they seem not very efficient; and yet it is my judgement that they did succeed in an ironic fashion."

How did they succeed? "For fear of being coerced into a Core Course, we suspect that students searched ever more carefully for 'regular courses' that they would find acceptable. The effect of negative pressure of the Core Courses forced enrollment in the regular courses up and thus alleviated the need for Core Courses to act as 'overflow' courses."

Core Courses were to be submitted to the faculty this year to decide whether to keep them, but this has not yet been done.

year-long affair kicks off

The College climaxes a year-long celebration of its 175th anniversary and the arrival of President Robison with a dignitary-filled cluster of speeches and ceremonies this weekend.

The major event will take place on Middlebury's birthday this Saturday. Former White House Press Secretary Bill Moyers, Pulitzer Prize winning poet Archibald MacLeish, and philosopher-author Mortimer J. Adler will join with delegates from more than thirty colleges and universities to participate in the inauguration of Robison as the College's 13th President.

Starting at 10:30 A.M. in Memorial Field House, Moyers, one of the nation's leading television journalists and long-friend of Robison, will be the guest speaker at the inaugural ceremony. National, state and local dignitaries planning to attend the affair include U.S. Senator Robert Stafford, Governor Salmon, former President Armstrong, distinguished educators, trustees and friends. Following investiture by Armstrong and Board of Trustees Chairman Arnold LaForce, Robison will deliver his inaugural address. Students with tickets will be allowed to attend.

Other activities have already begun. Lectures were delivered by professor emeritus Reginald Cook and professors Howard Munford (Am. Lit.) and William Catton (Am. His). Last week a faculty reception marked the opening of a special historical exhibit, "Middlebury Portraits, Views, and Memorabilia" in the Johnson Gallery.

Tonight in Mead Chapel Mortimer Adler, author and director of the Institute for Philosophical Research, will speak on "The Schooling of a People."

Archibald MacLeish, former assistant Secretary of State, teacher and poet, will read from his works tomorrow morning in Mead Chapel. The Presidential Inaugural Dinner (invitation only) will be held that night followed by "The Tribute of the Arts," a special program of poetry, dance music and theatre, and later by a reception.

Saturday at noon, invited guests will attend a luncheon and hear Robison being welcomed by Senator Stafford, Governor Salmon, Student Forum Vice-Chairman Nancy Ryan, Professor Munford, the Presidents of Wesleyan and Bowdoin and several other speakers.

The week-long program will close 11 A.M. Sunday with an Inaugural service in Mead Chapel. Dr. John Maguire, President of the State University of New York at Old Westbury, will be the guest speaker.

Students who wish to attend these events should show up early. The places will probably be packed. The **Campus** will provide extensive coverage of the activities in its Anniversary Issue next week.

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photo by nicholas andros

Curriculum, faculty, and students may change, but January will always bring snow to the 'college on the hill'. Even before skiing enlivened the winter scene, students have escaped studies by sliding on, sliming in, and shaping up the absurd stuff.

The photos here show the winter sport that rivals only foosball in manic fascination among the devoted: the conquering of the magic mogul which proves that the stregnth of the hills is His also. Whose? Why, the genign snow-god (of course).

The record group folly was committed in 1970 by Stewart Dorm on a clear blizzard night, when, by actual count, no less than 78 persons traversed the slope in an unbroken chain.

Good luck!

there's less core in the courses

By BARBARA KRITCHEVSKY

The 1976 Winter Term will be very similar to the 1975 Winter Term, but changes may well be in store. The Educational Council is studying the possibility of revising or eliminating Winter Term in 1977.

How It Is

This year's Winter Term "looks pretty good," said Curriculum Committee chairman and Dean of the Faculty Dennis O'Brien. Seven Core Courses are offered. O'Brien called these "sort of less core than last year." Marx is certainly "core," he said, but some of the others are only "by a stretch of imagination."

Core Courses deal with "great, perennial, classical texts, issues, problems of techniques in the area of the disciplines of the division or cross-divisional studies." according to the Handbook.

Professors are more eager to offer Core Courses this year than last, O'Brien-said. Additional Core Courses would have beenoffered this year, he said, if someone had specifically recruited faculty as Special Assistant to the Dean of the College David Stameshkin had done last year. The Handbook stipulation of two Core Courses from each of the College's four divisions will not be met.

O'Brien said many of the Interdepartmental courses could almost be considered Core Courses. He said professors chose to have them in the experimental curriculum to avoid calling them Core and having students possibly forced into them. This year a student must still list two Core Courses amoung his seven choices.

The one innovation in this year's Winter Term is the addition of three "on-campus internships." These courses in law, medicine, and business are called: **The World of Work: The World of the Great Professions.**

These courses are aimed to introduce students to varied aspects of the great professions. For example, the medicine internship will consider health care administration and the drug industry. The courses try to introduce students to the entire range of work and career options available in each area.

An on-campus moderator will run each course. The College will draw largely on alumni and friends in the fields of study to talk to the students. O'Brien said "I think it's going to work."

No applications have been received yet for reading groups this year, and there have been fewer proposals for off-campus Internships and Independent Study than in the past. Dean O'Brien was not sure why this was so.

As before, most of this year's courses fall into the Experimental Curriculum. Several, such as the introductory language courses, are in the Intensive Study area.

O'Brien said Middlebury's Winter Term Curriculum is "a heavy one" compared with those in other schools. Curricularly, it is "a pretty strict thing."

But he said the faculty is bothered by the "spirit of Winter Term," which is the desire of some students not to work. He said the time of year of our term was a problem, and mentioned that Bates College has a 4-4-1 program.

How It May Be

Because of so much campus discussion and doubt expressed about Winter Term, and its own desire to study the entire curriculum, the Educational Council has formed a sub-committee to investigate Winter Term. Chairman Bruce Peterson (Mathematics) said there is so much debate about Winter Term that "it would be irresponsible not to look at it."

At the same time, Peterson said, "Right now we just don't know very much." Council members have "all sorts of opinions on the thing, but reaction from the College at large has been "nebulous."

The Educational Council's consideration of the matter is now at an early stage, Peterson said. Members of the Council met with students and faculty last week to hear ideas and suggestions.

The only change in Winter Term of which Peterson was reasonably sure is the elimination of the rule that courses cannot be repeated.

O'Brien said he can't believe that Winter Term will be abolished, but if it was to be eliminated the old two semester system would not be reinstituted.

Among the faculty, however, there are some "violent partisans" of Winter Term and some set against it, Peterson said.

In its evaluation of Winter Term, the Educational Council is considering recommendations made in a paper O'Brien wrote last spring entitled: Winter Term: A (Snow) White Paper. Peterson said everyone's suggestions on Winter Term would receive equal consideration.

In the paper, O'Brien traces the evolution of Winter Term and offers suggestions for changes to alleviate two major problems with the current Winter Term program.

The first is maldistribution or inequity. Winter Term is a heavy burden for some professors while it requires minimal work from others. Student work loads and effort are equally uneven. The White Paper says there is a "strong suspicion that the Winter Term exists in a state of genteel intellectual poverty."

The second problem is Winter Term's "educational policy vacuum." O'Brien cites the emptinessof educational policy regarding a Winter Term which everyone likes as a "calendar device." Even in the Core Course there was "not a positive statement:this is what should be done! It was the apology:This can't possibly do you any harm, so bear up!"

O'Brien's paper suggests four main possibilities for Winter Term. They are:

4-0-4. Nothing would be assigned during January. College would be open however, and students and faculty would generally be free to do as they like.

4-X-4. This is a 4-0-4 plan where faculty members could volunteer to offer courses and students could choose whether to take them.

4-5. The first term in this plan would be a regular Fall Term. Spring Term would be five months long (but five courses would not necessarily be required).

4-Core-4. There are three styles of this; the Great Issue, Great Books, and Reading List core proposals.

In the Great Issue project, all members of the College would study some great issue (such as "Food") for Winter Term.

In the Great Books proposal, students and faculty would spend Winter Term studying Classic texts. The entire Winter Term curriculum would be a "Core" one.

The Reading List idea requires all students to complete a College reading list of great works by the end of the sophomore year. Over Winter Term, "courses" on some of these books would be offered and students could choose whether to take any. In the Junior year, there would be a departmental reading list, and Senior year would be spent on theses, seminars, and other departmental requirements.

11 new faculty may be hired

By BILL BADIA

"President Robison is pushing the trustees for money to hire 11 new faculty members," said Dave Ross, '77. His remarks came at the Educational Council's meeting with Social Science majors last Tuesday. "Philo sophers of Humanities and Science would be among the professors hired," said Dave.

Jim Sterngold ('76) joined Dave in presiding over a meeting designed to "find out what students are thinking of winter term and the issue of depth in the curriculum."

Dave said, "Winter Term has many benefits, including changing teacher patterns, more students enrolling in courses outside of their major, and opportunities for student diversion." But criticisms from the faculty include, he said, "an overburdened teaching load, the carnival atmosphere, and reading groups that were farces because of lack of student input."

Alternate proposals for winter term include a 4-0-4 program which would abolish Winter Term without adding anything in its place. Other possibilities are a 4-x-4 program which would make Winter Term optional, or a 4-5 program with an extra course added to Spring Term. In addition, the term would be lengthened one month.

The Breadth discussion was hindered by a failure to agree on what breadth is, as well as an ignorance of alt ernatives to the present open curriculum. Mike Farrel ('78) asked "What are other colleges doing about the curriculum?" Jim Sterngold replied, "They are all in the same situation we're in."

Opposition to restrictions on a student's freedom to choose his own courses was strong. "Who has a right to tell another person what courses to take?" said Frank Danau ('77). The responsibility of selecting your own courses is important."

Mike Farrel said, "The faculty is paid to teach and shouldn't cry overwork because they have to make up one new Winter Term course a year." But Frank Danau said, "It is the administration's fault as we need more faculty, not speed dips and new buildings." Jim Sterngold said, "There is already money set aside to hire a linguistics professor." 35 students attended the meeting and the discussion lasted for two hours.

the middlebury campus

EDITORIALS

winter's chill

As Winter Term registration approaches, and the last leaves are blown from the trees, one can feel a chill in the air that does not come from the Vermont winds. This chill is caused by an icy attitude toward January term that seems to increase each year.

Last week the Educational Council held a series of meetings to discuss possible changes in Winter Term. Although they were sparsely attended, the meetings generated a good deal of criticism. Many of the complaints were valid. Core Courses, introduced last year to relieve the perennial problems of overcrowded classes and overworked faculty, did neither. Nor did they explore "fundamental intellectual problems" the way Core Curriculum advocates hyperbolically advertised.

Also begun last year was a restriction of independent options outside the curriculum. This served more to limit the nature of experimentation than to alleviate the feeling among many students that Winter Term is a gut.

Dean O'Brien anticipated much of the Educational Council debate last year when he presnted his "Snow White Paper" to the Community Council. The paper suggests abandoning reading groups and further restricting independent study. It then suggests options for consideration in the spring. (See Barb Kritchevsky's article, p. 3.)

All the debate points to a shaky future for Winter Term in its presnt form. But it also points to the basic problem of Winter Term here: people don't work hard enough on it. Faculty members allow students to pass courss with a minimum of effort. Reading groups hold sessions in the Alibi. Independent projects are contemplated while schussing down Ross slope.

Before Middlebury changes the structure and intent of Winter Term, it should give the system a fair try. Instructors should toughen the requirements for passing their course, and they should state those requirements at the beginning of the term. Students should think twice before planning their schedule around a season's pass to the Snow Bowl.

It is too easy to blame the system for its failure, when the cause is in our own laziness.

RETROSPECTIVE

The following is excerpted from a salutatory address made by President Labaree to celebrate the College's 50th Anniversary in 1850.

labaree celebrates 50th

The founders of the College, where are they? Painter, Miller, Storrs, Mathews; gone, gone to the tomb. The last survivor of the noble band, we had hoped to see with us on this occasion—— but Chipman, too, has been gathered to his fathers. But though dead, they yet speak. Their benovolence, their spirit of enterprise, their liberal, comprehensive views, still discourse eloquently to their successor, and to all. They laid the foundations of an Institutuion at a time when the wants of the community imperiously demanded it. Young, vigorous, enterprising Vermont had no seminary of learning, and seemed not likely to have any, in which her aspiring sons could enjoy the advantages of liberal education. With resolute hearts and liberal hands, they gererously stepped forward to supply the deficiency, and could they now revisit these scenes, and together contemplate the rich and abiding fruits of their patriotic zeal and self-sacrifice, would they not look upon that achievement, as the most illustrious of their lives.

So long as Vermont shall continue a Christian commonwealth, so long as her people shall have minds to think and hearts to feel, so long will those men be regarded as the truest friends of their country, and the best benefactors of their race. Statues may be erected to commemorate the martial exploits of our heroes, but there is more true honor, dignity and glory in establishing an institution for the diffusion of intelligence, virtse and peity among the people, than in all the triumphs that marked the footsteps of the hero and the conqueror, from the earlist period to the present hour! and though no proud monument may tell the spot where the dust of the modest philanthropist reposes, the gratitude of an intelligent people, the approbation of the wise and the good, are more honorable and more enduring than monuments carved in marble.

If there is any evidence of want of wisdom on the part of those magnanimous men, it is found in the attempt to establish an Institution of a high order without adequate endowments; yet I have been assured by the last survivor, the Hon. Daniel Chipman, that the attempt never would have been made, had there not been at the time a confident expectation of receiving the income from the public land of the state. That hope was not realized and no resource was left, but to throw the Institution upon the benevolence of a people so capable of appreciating its value and importance; and the appeal was not made in vain. Benefactors arose, and benefactors have since arisen, who after the example of the benevolent founders have generously contributed pecuniary aid to sustain the College and enlarge its sphere of usefulness. Among them we will ever record with gratitude, the names of Hunt, Burr and Warren. Most gladly we pronounce the names of some generous benefactors now living, but the proprieties of the occasion seem to forbid. To all such, the corporation express their deep sense of gratitude.

Letters TO THE EDITOR

god speaking

To the Editor:

Dear Mr. Groo: In your recent letter to the **Campus** you complain about my calling the "playing of loud music" a n example of "the vulgarity of affluence." (Actually, I was speaking about the "LOUD playing of loud music" when I used that expression.) Perhaps this characterization is not appropriate in your case. You may be one of those whe won his stereo set at a raffle, or bought it from savings selling magazines. If so, I'm sorry, and I take it back. Obviou sly your vulgarity is due to something else; perhaps, Mr. Groo, to gross insensitivity, for why else would you play your music so loudly? (Maybe your teachers should use a bull horn when lecturing to you?) Or perhaps moral obtuseness makes you suppose, Mr. Groo, that you have the right to broadcast your private noise publicly and pollute the air with it. This is the issue after all: you have no right to impose your private pleasure on anyone else!

There is a time and a place for everything, and I would not want to exclude the loud playing of music from this campus. But this is, after all, Mr. Groo, an institution of higher learning, and the intellectual pursuits in which we are engaged require quiet and tranquillity. Perhaps your penchant for crude stimulation has made you insensitive to the delicate joys of intellectual life. If so, you have my sympathy; but then, Mr. Groo, why are you here?

Victor L. Nuovo
Resident Theologian, Keeper of Sacred Mysteries, and Budget Dir ector of the Department of Religion

noisy aristocracy

To the Editor:

I don't think Middlebury need worry much about the caliber of its students declining along with their SAT scores. Nothing ever changes much at Midd. To illustrate:

A few years back I took a course called "The Philosphy of History." At one point, in what for lack of a better word I will call "the discussions," one well-fed young lady expounded, at some length, the theory that poor people exist outside of history because nothing really very interesting ever happens to them. The professor, a prominent dean who has written a doubtless quite entertaining book, did not see fit to explore the intriguing possibilities of this rather debatable statement, even though a goodly number of the class were nodding their heads — one supposes in assent. I might also point that the young lady who found the poor so dull was, to the best of my recollection, a senior history major.

Now for 1975. We are confronted with a letter to the **Campus** by one Steve Groo, who "fails to see the connection between someone playing his stereo loudly and 'vulgar affluence'." Possibly it would help Mr. Groo to consider the amount of money invested in a stereo powerful enough to disturb classes in another building. If that doesn't do the trick, he might also want to sit down with a pad and pencil and total up the investment that permits him to spend his days "enjoying music, be it outdoors or in." Should light dawn at this point, Mr. Groo might allow himself the liberty of connecting the word "vulgar" to the word "affluent" by considering how it might annoy others besides professors to have the Eagles intrude upon the difficult — yes, difficult — business of learning.

But I digress. The connection between these two, or, if you include the dean who would be a professor, three case studies in myopia should be obvious. They are all members of a nobility, an aristocracy of money and position that has forgotten the concept of noblesse oblige. Perhaps they never learned it. Worse still, they are so caught up in the amusements and prerogatives of aristocracy that they don't even recognize that aristocracy is what they are. None of them belongs in a college. One cannot begin to think about the world if one can't even see the most obvious facts about oneself. The poor don't lead any duller, or less historic, lives than you do. But at least they know they're poor.

Seth Steinzer

call me god

To the Editor:

I was astounded to hear that Mr. Nuovo was not God (Steve Groo's letter of Oct. 23). Steve Groo's premise was even more

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the middlebury campus

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letters.....

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mind-boggling: Mr. Nuovo does not like having loud music blasted at him, therefor Mr. Nuovo thinks he is God. Groo has proven conclusively that Mr. Nuovo cannot be God because he is narrow-minded, and that poor people like loud music too. (Obviously anyone who does not like music forced upon him by someone else's wide speakers is narrow-minded).

Since Nuovo cannot be God, I want to be God. I am not narrow-minded, and I shall see to it that you will not be narrow-minded either. I like jazz, therefore everyone likes jazz. I want to listen to jazz when you're tired, or when you're studying, or listening to friend talk or having a good class discussion (It happens). Therefore, you must listen to jazz also. I am going to face my speakers out the window and give unto you of my most abundant sound 24 hours a day that you may be my elect.

In places like New York City and Boston, they don't know about Me yet. These cities have "noise ordinances." That means anyone, affluent or otherwise, can listen to any music at any time, but they cannot play it out windows. Who do they think they are — God or something?

Jan Milligan
God-elect

forum v. campus?

To the Editor:

Ms. Kritchevsky's letter of October 23 appears to be one that speaks for many. Rather than a rebuttal this is an att empt to present the other side of a difficult issue in the hopes that the perceptive reader will help the **Campus** and the Student Forum to deal with our designated relationship.

The College collects the Student Activities Fee which is distributed among student organizations by the Finance Committee and the Student Forum. Allocating these funds is an awesome responsibility in itself, necessarily requiring a standard for evaluation based upon the needs and the interests of the College community. The inherent value in a college publication cannot be questioned. **Campus** budget each term goes towards preserving an unshackled vehicle of thought for our community.

The three groups that allocate **Campus** funds are also those which are legally responsible for every article printed (see p. 61 of the **Handbook**). We are not "eager" to "get" control of the press—theoretically we have this control already, through funding. In light of our legal liability we must retain the power, in the unlikely but possible event, to remove editors and station managers who violate this community's trust and the tenets of professional journalism. Yet any strict control of these media undermines the justification for our financial committment.

The American Civil Liberties Union composed guidelines for the College-newspaper relationship which Middlebury has adopted. The Student Forum has relinquished the power to confirm the appointments of editors and managers, and replac ed it with the desire to approve the selection **procedures** in order to ensure the equitability of the process. The Forum is losing rather than gaining immediate control here. And by drawing up specific guidelines for "orderly and prescribed procedures" for removal of editors and managers we are clarifying rather than transgressing our designated realm of jurisdiction. If the Forum acts irrationally it is the newspaper's duty to inform its constituency. If the **Campus** acts irrationally students may work through the Liason Committee recently established to voice their op inions. In cases of **extreme** abuse of power of office, Forum members, editors and station managers are subject to the same review of appointment.

Fatalism precludes the state of trust essential to organizational relationships at this college. Now that we realize this full implication of our respective powers as weapons, let these two groups re-establish the trust necessary for the survival of and separation of each.

Nancy Ryan '77
Vice-Chairman of the Student Forum

campus v. forum?

To the Editor:

I must take exception to the statement in Barbara Kritchevsky's letter in last week's **Campus** that "...the Forum ignores the only legitimate reason to remove an editor. This, I believe, is when an editor deliberately disobeys a pointed administrative order not to print specific sensitive material."

The administration possesses only the power of suggestion over the **Campus** and its editors. This was evident last spring in the controversy over publishing information about Olin Robison as the leading candidate for the presidency, before a final vote was taken by the Board of Trustees. We were forbidden from publishing a story about Dr. Robison's visit to the College by the president's assistant at the behest of the trustee chairman of the Presidential Search Committee who tacitly assumed that his word was law in relation to the student newspaper. After much thoughtful deliberation we decided to print the story over administrative objection. I still feel our action at the time was proper and events have proven that the administration's fears were basically groundless.

However, Barbara would see reason to remove the editors for this action and, at the same time, destroy the precarious adversary relationship between administration and press that necessarily exists at Middlebury and in all "free" societies.

The power to confirm and, under extraordinary circumstances, remove editors of student publications must rest with that body whch controls their purse, namely the Student Forum. As for Barbara's views on the present Forum which were expressed in her letter, I concur. But

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just the facts

snowwhitewash

By STAN FIELDS

Winter Term is coming this year, but the talk is of changing it for next. Dean O'Brién has written a Snow White Paper suggesting new alternatives for the one-month term. But word has reached the **Campus** that this paper is only a cover-up for what the Administration is really planning for us.

A **Campus** reporter secretly obtained a copy of the real report circulating around Old Chapel. Entitled the Seven Dwarfs Paper, this document contains several possibilities which may replace the current Winter Term structure.

Security forbids us from revealing the complete contents of the paper. What follows is a summary of some of the alternatives we consider most detrimental to students.

1—7—1 Plan. Basically, this plan calls for a one-month fall term and a one month spring term, with seven months of Winter Term sandwiched between. Quoting the report, "Students simply have not taken advantage of the present Winter Term curriculum. They have used the month to ski and to relax, with little seriouss tudying being done.

"By forcing students to spend seven months concentrating on a single course, the College will insure that Winter Term is productive. Though some degree of slacking off from the intense one-month fall and spring terms may occur, it is inconceivable that seven months could be totally ineffectual in regards to educational enlightenment."

1—X—1 Plan. This alternative is a slightly modified form of the 1—7—1. Students would be given seven months in which they could either take courses, study independently, get a job, go home, or do nothing.

The report notes that "this plan is slightly less restrictive than the 1—7—1." Nevertheless, it points out the benefit that "as much as 95% of the faculty would be free during this semester to engage in other activities."

Great Meals Plan. Each Winter, the entire campus would focus on a single great meal. Coures in all departments would center around an annual main dish.

Tentative planning calls for the first year "to be solely devoted to veal parmesan and wax beans. Future semesters could concentrate on seafood newsburgh and cauliflower or chipped beef and toast."

Suggestions for first year courses ranged widely. Biology could offer **Pathological Effects of Veal on Human Digestion** or **Veal and the Skyrocketing Costs of Mutation.** English Literature was down for **Myth and Magic: Veal in the Renaissance**, with such reference reading as **Dissertation on a Roast Pig.**

In the social sciences, offerings varied from **Veal, Voltaire and Violent Rendition** to **Veal and Rats: A Study in Negative Reinforcement**. An interdepartmental course was tentatively entitled **Veal, Veal, Veal, Veal — Love in Four Languages.**

Bore Courses Plan. According to a **Handbook** change now being secretly put through, these courses would deal with "great, perennial, dull and uninteresting texts, issues, problems of techniques or cross-divisional studies."

Because student response to these offerings was expected to be overwhelming, the paper suggested "all students be required to list seven choices for Winter Term, seven of which **must** be Bore Courses."

Noting that not all courses might be true Hard-Bore, the document recommended that "any faculty interested in teaching one not be permitted to do so." It further proposed a system of directors and moderators, none of which knew anything about the field under study.

Offerings included **Morality in America: The Political Speeches of Vice Presidential Candidates; The Role of the Coat Hanger in the Modern European Novel,** and **A Lifeless Life: Cells without Membranes.**

hearts and minds

the war never ends

By DAVID PRICE

Rivalled by a student play, a dance for parents and the chance to get parents to pay for a night out on the town, the film **Hearts and Minds** nevertheless attracted two full audiences to Dana last week.

I went to the show even though I felt I know more than most people about the nature of our involvement in Vietnam. Consequently, I believed I could not be too shocked by another documentary about American actions in Vietnam. But I left Dana with tears in my eyes wondering again how all of us could have been so blind to the Great Deception perpetrated by our elected leaders.

The film produced by Peter Davis and Bart Schneider does not seek to lay blame on the leaders. That has been done many times before and its truth is now indisputable. The film, leaving aside the political motivations (there is not once any mention of communism) seeks rather to look into the hearts and minds of those directly involved in the war; to understand what motivated men to burn down civilians' houses and to believe that the enemy was nothing but a worthless bunch of "gooks."

I can remember how, in high school, I got pleasure from the weekly casualty figures. By the numerical comparisons alone, I believed that my country was doing the right thing and I was sure we were going to win. We all are guilty of this kind of thinking or brainwashing. But how was it this nation, the strongest on earth, fell deaf to the reality of the Vietnamese situation?

I do not propose a single answer, only the one which most affected me in the film—professionalism. It seems impossible that a fighter pilot could fly over burning villages without understanding that below him innocent villagers who have never heard of fertilizer are dying from chemical burns. But the bombing continued at an intensity unequalled in history. Because of fear? No, simply because it was a job to be done, even though the consequences of the job were never comprehended in their human dimensions. But as a Vietnamese coffin-builder said, "Nixon can bomb us as long as he wants, as hard as he wants, but as long as we have rice to eat we will continue to fight back."

We all are guilty of this sort of impassive professionalism: myself as well in my commitment to the validity of the casualty figures; the fighter pilot in his commitment to hit the target "dead center." Yet the belief in the sanctity of professionalism, whether in war or in the halls of Middlebury, lives on.

Hearts and Minds questions this previously undisputed belief. The film seeks not to repudiate professionalism **per se**, but to elucidate the human misunderstanding involved in it. It affirms this to be our legacy from the tragedy of Vietnam.

The film drew two full crowds, a testimony to the fact that the war between professionalism and human interdependence lives on.

campus requests forum help

By STAN FIELDS

Campus Editor Jay Heinrichs proposed that the Student Forum set up an informal group to meet weekly with editors of the newspaper to provide the **Campus** with constructive criticism and additional input.

Citing poor relations between the two student organizations and a shortage of new ideas, Heinrichs spoke at the October 19 Forum meeting. "We need ideas, we need input from you," Heinrichs said. "I often don't know if something is distasteful until much later."

Several Forum representatives questioned whether it fell within the jurisdiction of the Forum to have such a relationship with the student newspaper. "The Forum is partially responsible for what we print," Heinrichs said, though adding that it has no control over what actually appears.

Forum Vice-Chairman Nancy Ryan explained that the Forum controls the student activities fee. "We are the only organization that can say anything if it must be done," she said.

Associate Dean of Students Arnold McKinney also emphasized financial control. "For a public newspaper, people can buy the paper or not buy it. The Forum has financial control over whether or not the (student) paper operates. There are times when there should be some group to point out when something irresponsible is done by the editorial board," he said.

Heinrichs said the Forum group would be purely advisory and would only exist for this year. The members would have no vote on the editorial board, but he said they "would be listened to."

Jon Phillips '76 suggested an open meeting in the Crest Room. He opposed having a few Forum members represent the whole Forum, because he was sure he would disagree with their ideas. Leigh Shields '76 also favored an open meeting, rather than "the stagnant ideas of three people." Bill Thickston '77 suggested there be three representatives on a rotating basis.

Phillips said the Student Forum was not "a monolithic one-minded institution. Apaper which is blah will become more blah, since everyone would find something he doesn't like." Kevin Dennis '76 responded that the group would provide "harmless student input into the paper." Heinrichs said it would be better than Dean Wonnacott's idea of putting through a resolution whenever the Forum discountenances the **Campus's** action.

"Student Forum members are representative of the student body," said Hunter Boll '77. He said there are other members of the community with more interest in the newspaper than Forum members. Considering the Forum as a representative group, Shields suggested a compromise. She proposed a meeting once a week with three elected Forum members to be "open to everyone else."

Bill LeFeber '76 questioned why there should be Forum input except when something is needed. But Heinrichs said he wants ideas and not just complaints. He said the only formal relations now between the Forum and the **Campus** are negative ones. The Forum can impeach editors to express disapproval, but it has no regular means of providing input, whether new ideas or constructive criticism.

The Forum decided to ask for representatives to meet and try to formulate a concrete proposal to present the following week. The group met with **Campus** editors last Friday.

The proposal before last Sunday's Forum meeting is for a **Campus** Liason Committee composed of at least two permanent voluntary members from the Forum, the editor-in chief, and other **Campus** representatives. Other students would be encouraged to attend meetings and offer criticism on an informal basis.

In other Forum business, Jamie Moneymaker '76 and Kathy Parlin '76 were appointed to the Teacher Education Committee. Mark Flink '76 was the only candidate for the Library Committee so the Forum decided to wait a week on this election and give it more publicity.

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photo by john bicoulis

An example of New-Dorm creativity. Note loft and hanging basket plant—both currently popular forms of room decor. "...a quote from a musing friend, Twenty years from now the colleges of this time are going to be uproariously easy to parody, in fact, they are already a satire on themselves. Unless, as may be argued, the era is less important than the state of mind of those viewing it."

room decor: an expression of inhabitant

By SYBIL SMITH

I began gathering the vital statistics for this article by sliding stealthily from Batt window to Batt window, standing rapt in front of the new dorms watching as shades were drawn and hoisted, lights were turned on and off; an ever changing vista was created. I soon realized that this was not enough. An immediacy was needed.

So I set out for Stewart one starry night, ambled past door after door noting the cardboard and grease pencil note receivers, newspaper cartoons, pictures of King Kong and finally, randomly, knocked on one. A faint "come in" was heard through the strains of Steely Dan. I entered, with my notebook under arm and my best cubette reporter grin and said, "Hi, I'm doing an article on room decor for the **Campus**, mind if I have a look around?" They did not.

The room contained: a pair of Rossignol skis in the corner, two snowy posters, three India prints, assorted plants, stereo, stop sign, and pyramids of returnable cans. I made inscrutable notes, gave my thanks, and ambled on—musing.

Each year we are allotted some few square feet of floor which we call "our room." We are allowed, within reason, to do with it what we can. The room decor is an expression of the one who dwells within. We surround ourselves with the objects that we feel best express ourselves, or, in spite of ourselves, are expressed by that which we carry with us from room to room. Can evidence of the increasing homogeneity of Middlebury students, bemoaned of late by some, be found within? But I digress. I write to report my findings, and for that the list's the thing.

Plants. Nearly everyone has plants, ivies, ferns, philodenron and begonia, which thrive despite the smoke and sound.

Stuffed animals. The freshwomen find these especially endearing.

Stereos. From fuzzy warblers to smug, gleaming sets with Bose 901 speakers, Harmen-Karden turntables, reel to reel tape decks, ampex amps.

India prints. Many many India prints, hung, bunched, draped, tacked on.

Posters. Some company that turns out nature posters is making a mint on Middlebury alone. These come in a great variety but are amazingly the same: shots of verdant valleys, secluded lakes and majestic mountains with poetic sayings on them; "The deepest feeling always shows itself in silence"; "I discovered you tucked away in the shadows of the trees"; "Great Spirit, grant that I may", etc.

Then there are the Snoopy and Winnie the Pooh posters such as delight toddlers of all ages.

Mao, Che, and Marx are rare these days. Their solemn visages could not compete with Robert Redford's smile.

Somewhere in the wall collage there is usually an art print or so. Gauguin, Renoir, Van Gogh and Picasso are well represented.

Last but not least are the rock star posters. The Who, Pink Floyd and the Stones writhe and sweat on the walls.

Lofts. As far as I know these structures are peculiar to Middlebury (it may be the accessibility of barn board) and can be found in nearly every dorm. Many are impressive, with carpeted stairs, nooks, portals and double tiers. Moreover, they serve an important purpose. When the B.A.'ed students sally forth into the world they can always become carpenters.

The ambience alters from dorm to dorm. In Starr, Balkan-Sobranie and Ludwig Van intertwine lovingly in the halls. Toulouse-Lautrec and the Bieres de la Meuse grace the walls. Hegel competes for wall space with Mick Jagger. In Forest there are cosy rockers, prints of "The Unicorn in Captivity," tapestries, maps and straw matting. And in every dorm there is sure to be one room with a rodent-worthy collection of stones, shells, berries, nuts, and bits of dried bark.

Some rooms are unique unto themselves. Two in particular I find worthy of mention. One has nothing but motorcycles on the walls; jumping, slewing, riderless, stalled, girls in hot pants stroking hot engines, men in helmets straddling them.

The other is empty, or empty to eyes assaulted for a whole trudging night with cornucopias of decor. Four bare walls, a bare mattress, a bare light bulb, a green camp stove, one overflowing ashtray, one cardboard box (empty) and a few pulverized flies. No pictures of Mom and Pop and Spot, no calendars, no tennis rackets, no nothing.

I draw no general conclusion now—hunched before my typewriter gazing at my own much-hung walls. I'll let the listing speak, or shout, for itself.

small restaurant 'crappy way to earn a living'

By LISA ZELLER

Running a nice little restaurant in Middlebury, Vermont sounds like a pleasant, easy way to make a living, right?

Wrong. According to Joan Sedgewick, one of the two women who created and own the Bakery Lane Soup Bowl: "Running a small restaurant is a really crappy way to earn a living." Her basic complaint is simply, "There are long, long hours, and very little time off."

For both Joan and her partner, Marge Mitchell, each week day begins at 7:30 A.M. and usually ends at about ten o'clock that evening. Fortunately, Joan's daily tasks allow her to spend at least two hours a day outside of the restaurant. Marge, on the other hand, rarely has the opportunity to go outside even for a few minutes during her fourteen-hour day.

Joan is in charge of the dining room area in the Soup Bowl. Starting in the early morning, she vacuums the rug, cleans the bathrooms, and writes and posts the menus for the day. The cleaning is finished around 9:30 in the morning. Then Joan brings the receipts of the preceeding day to the bank and runs whatever errands for food and supplies that are necessary for that day. These errands are one of the highlights of the day: "It's nice to get outside."

Joan must be back at the restaurant by 11:00 to open the door to customers and assume her role as the friendly hostess to the people who come in and out all day long--a role that often becomes "increasingly difficult as the day progresses and I get tired."

Joan's duties as the hostess are to greet the customers, find a table for them, run the cash register, and make sure the waitresses (or the one part-time waiter--the only male in the entire operation) are earning their pay. Whenever the dining room is busy, however, she rushes aroung cleaning off and setting up tables, telling the hired help that they are too slow and need to work harder, and running into the kitchen every few minutes to make sure everything is going smoothly. And when the Soup Bowl is extremely crowded, Joan occasionally gets hysterical because people are having to wait.

Marge Mitchell is the cook. She is amazingly strong for the same reason that most chefs are men: the amount of physical labor involved in preparing large quantities of food every day. Marge starts working in her small, windowless kitchen at 7:30 A.M. An hour later the first batch of small loaves of bread (of which she produces over 200 some days) has been shaped from dough prepared the day before and is rising on top of the oven. By eleven o'clock, fresh bread, soups and a dessert are ready.

From opening time until eight o'clock that evening, Marge's work is a race against the clock. In addition to making salads, cutting desserts, baking more bread, heating mulled wine, slicing pate, and reheating the soups in small quantities at a time to keep them as fresh as possible, she must find time to begin the work for the next day's menu. Cups, pints and quarts of the various ingredients in the soups must be chopped, sliced or cubed, the dough started for the bread, and the ingredients of the dessert prepared.

Marge estimates that she spends "probably half an hour" outside her cramped, hot kitchen each day (an approximation that is "stretching it" according to her partner). She will voice only one complaint about her long laboring hours: "I don't like being tied down so much."

When asked if she would have chosen to run a small restaurant if aware of the amount of repetitious work and long hours, Marge said, "Sure. I like owning my own business."

From Joan, however, the response was quite different: "No! If I could do it over again I'd invest the same amount of money in certificates of deposit. Vermont is lovely--I wish I had some time to enjoy it."

Green Mountain Diversions

Bakery Lane Soup Bowl

TESTIMONIAL:
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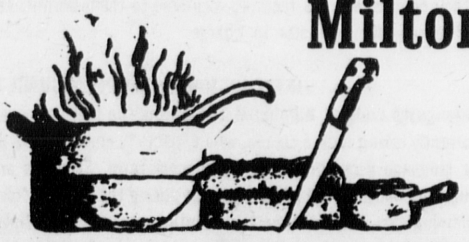
(Signed),
Milton



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WINTER TERM REGISTRATION

Registration Materials:

Your Winter Term Registration Card will be placed in your mail box on Friday October 31. It must be returned to the Dean of Students' Office by Friday, November 7, sooner if possible, because the priority system depends in part on the random order in which the cards are returned.

Instructions:

1. In consultation with your Advisor list seven (7) courses in order of lessening preference, **including among the seven at least two (2) Core Courses.** Be sure course numbers are complete and accurate, and that your Advisor has signed your card.

2. If you elect a course numbered 500 (see 4 under Independent Work), you need complete only the first choice on your Registration Card, and obtain the signature of both your Advisor and Chairman of the Department.

3. If you elect a course numbered 600 (Internship or Independent Winter Project, see 1 and 2 under Independent Work):

   a. Your project must be approved by the Curriculum Committee prior to registration.

   b. You must obtain the signature of your Advisor.

   c. You need complete only the first choice on your Registration Card, provided you have received official notice of approval of your project by the Curriculum Committee. If not, you must register for **seven** courses and seek a course change in the normal manner if you are approved later for an Internship or Independent Winter Project.

4. If you elect a 700 course (see 3 under Independent Work), you need complete only the first choice on your Registration Card, and obtain the signature of your Advisor.

5. Reading Groups.

   a. Groups must be approved by the Curriculum Committee prior to registration by any participant. All Groups must be approved prior to November 1 and no student may enter a Group after that date.

   b. You need complete only the first choice on your Registration Card provided you have received official notice of approval by the Curriculum Committee. This notice will indicate the course number for which you should register (e.g., RG 85.6, RG 86.6, etc.)

   c. You must obtain the signature of your Advisor.

   d. If official notice has not been received, you must register for seven courses and seek a course change in the normal manner if you are approved later.

   e. Students approved for a Reading Group may drop only by action of the Curriculum Committee which may cancel a Group if it is judged that it can no longer function effectively.

6. You must submit a Winter Term Registration Card even if you are **not** electing a Winter Term program. (There should be a brief note of explanation, e.g. "On Leave").

WINTER TERM REGISTRATION CARD — ASSIGNED CHOICE →

STUDENT NAME — STUDENT NUMBER — BOX NO

WINTER

Choice	Course Number	Choice	Course Number
1st	BI 28.6	6th	EL 38.6
2nd	HI 47.6	7th	MA 98.6
3rd	CC 01.6		
4th	AL 19.6		
5th	CC 09.6		

INSTRUCTIONS

1. List courses in order of preference, indicating seven (7) choices.
2. At least two (2) choices must be core courses, designated by the departmental prefix cc.
3. After obtaining your advisor's approval, hand in this card at the Dean of Students' office.

SIGNATURE OF ADVISOR

ADVISOR APPROVAL

Independent Work

General rules governing Independent Work: Freshmen are not normally eligible for Internships, Independent Winter Projects or Reading Groups. No more than two units of Winter Term may be taken in these categories.

1. Independent Winter Projects: Students who register for Independent Winter Projects (i.e., projects similar to a 500 project during the Fall or Spring) are to designate their studies by the course number 600, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Independent Winter Project." (For example: English 600, Independent Winter Project.)

2. Winter Internships: Students who register for Winter Internships are to designate their choice by the number 600, preceded by IN, and succeeded by the title "Internship." (For example: IN 600, Internship.)

3. Senior Independent Study: Students beginning or continuing Senior Independent Study (usually a Senior thesis or independent reading in preparation for comprehensive examinations) are to designate their study by the course number 700, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Senior Independent Study." (For example: Psychology 700, Senior Independent Study.)

4. Honors: Seniors beginning or continuing Honors work are to designate their studies by the course number 500, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Honors." (For example: Physics 500, Honors.)

Priorities for Registration

Seven Core Courses will be mounted this year, averaging sixty students, but with a faculty/student ratio of 1:20, assuring the sort of personal contact that characterizes normal Winter Term courses. Because several faculty members will be committed in advance to each course, it will be necessary that these courses run at near capacity enrollment. While the Curriculum Committee is confident that the Core Course offerings are attractive and will be heavily subscribed, should registration prove a course or courses to be seriously underenrolled, the Curriculum Committee will eliminate the course or courses, and negotiate reassignment of faculty, and/or possibly the opening of additional courses, and will inform the community of the revised options.

As in the past, every effort will be made to place students in their first choices, with seniors having first preference, juniors second, and so forth. **In order that the system function smoothly and fairly, it is essential that all students— except those registering for Honors, Senior Independent Work, or already approved Independent Winter Projects, Internships, or Reading Groups— must offer seven (7) choices.**

Students who have permission to do Independent Projects or Internships may register instead for a choice of seven courses if they prefer, without informing the Curriculum Committee of their change of plans.

Registration

Each student must return his or her signed card to the Office of the Dean of Students no later than 3 P.M. Friday, November 7. Failure to do so will severely limit a student's choices since course assignments will be made immediately upon the conclusion of Registration.

The results of Registration with be posted in Proctor Hall and the Library.

Course Changes

Course changes may be sought during the first three days of the Winter Term. The Dean of Students' office will have information and forms.

Physical Education Registration

Registration for Winter Term Physical Education instructional courses will be held in the Memorial Field House Lobby from 9-12 and 1-4 on December 1, 2 and 3. Further details will be posted in the Field House.

Winter Term 1976

The Winter Term offers students and members of the Faculty unique opportunities for study. Each student enrolls in only one course; each instructor teaches only one. Though a course may be offered in successive years, each year it must be introduced and approved anew. Students may study at the College or away from it, independently or as participants in a course, in their major fields or in disciplines they have never studied before. Also, a student has the opportunity to undertake a Winter Intership instead of a formal study. Winter Term exchange arrangements have been established with selected colleges. For the full description of the Winter Term as voted by the Faculty, see pages 36-38 of the 1975-76 **Handbook**.

The Core Curriculum offers the student a choice of seven courses, each collegially taught by several members of the Faculty, the subject of each either explicitly, or by the issues it implies touching upon enduring problems of thought and conduct, either classical concerns or fundamental challenges presented by our changing society. Each course will be taught by both Director (teacher with an expertise) and Moderator (teacher from outside an area, who with the students will learn a subject unfamiliar to them). While it is hoped these courses will average about sixty students each, adherence to a 1:20 faculty/student ratio will insure personal contact, indeed a situation more favorable than some regular courses where enrollments may go as high as forty students to one instructor.

The rest of the Winter Term curriculum will consist of a variety of courses, both interdepartmental and departmental and at various levels from beginning to advanced. Some of these courses are intensive in character, offered by a teacher ususally in the field of his or her specialization, and intended for students with some background, while others are experimental, in the sense of offerings not of a kind normally available in the curriculum and/or not central to a teacher's specialization and/or conducted in a form different from normal course patterns.

A department may normally require its students to take no more than one of its Winter offerings during four years. Students are urged to take a Winter Term course in substantially different areas in freshman and sophomore years. Over four years a student may take no more than three Winters in one department. There is no limit to the number of Interdepartmental courses a student may take. If a student takes an Interpepartmental course during his Freshman year, he may, as a Sophomore, take either another Interdepartmental course or any regular departmental course.

WINTER GRADING SYSTEM

In order that members of the Faculty might offer courses not suited to letter grading and that students might be encouraged to study subjects unfamiliar to them, Winter Courses, Independent Projects, and Reading Groups are graded as Pass, Fail, or Honors. In Winter courses which would lend themselves to the letter grading system, Pass is equivalent to a grade of C— or more. Winter Internships are not graded. If a student fails to meet the responsibilities attendant on Internship, he will receive no credit for the Winter Term and will have to make up the credit in a manner approved by the Curriculum Committee. For purposes of graduation, academic standing, probation, and other appropriate concerns, receiving credit for an Internship will be equivalent to a Pass grade and failure to receive credit shall be equivalent to a Fail.

Students who fail Winter courses, Independent Winter Projects, Internships or Reading Groups will be placed on probation and required to undertake studies approved by the Curriculum Committee. Appropriate work in a summer school is frequently accepted. Failure in this work will normally result in dismissal from the College.

Continuing work, such as a thesis, Honor project, or Senior Independent Study, which is either begun, continued, or completed during the Winter Term, will be graded under the letter system when the work has been completed. Prior to that time the work will receive an "In Progress" grade of Satisfactory or Unsatisfactory.

All other Winter work must be completed by the end of the Winter Term. Grades of Incomplete will be submitted according to the usual procedures, and students receiving such grades must complete their work satisfactorily by the end of the Spring Term immediately following.

WINTER INTERNSHIPS

Winter Internships are designed to involve significant, high level exposure to the fundamental work of an established profession.

Internships must be sponsored by a member of the College Faculty or staff who is qualified to judge whether the proposed Internship is of sufficient scope to be of value and to assess the results of the Internship experience. In addition to a campus sponsor, the student must have a written confirmation of his project from an on-site supervisor who is willing to write an assesment of the student's work as an Intern. At the end of the Internship, the student, his on-campus sponsor, and his on-site supervisor must submit evaluation reports to Dean O'Brien, Chairman of the Curriculum Committee.

Freshmen normally will not elect an Internship, and students who take more than one internship in four years should elect them in substantially different fields.

AUDITING

The Faculty encourages students to audit Winter Courses. Instructors will accomodate as many auditors as the nature of their courses and the facilities available to them permit. To audit a course, students need only obtain the permission of the instructor in charge.

INTRODUCTORY FOREIGN LANGUAGE PROGRAMS

Foreign language courses, numbered 101 during the Fall Term, will continue during the Winter Term. Each student currently taking such a course, who expects to enroll in 102 in the Spring, must arrange a schedule for a continuing language program during the Winter Term. Students are to make these arrangements with their current language instructors at class meetings during the week of November 3 through 7.

Final examinations in language course continued during the Winter, will require no preparation beyond that given at weekly drills and laboratory sessions. Grades in continuing language programs will be incorporated into Spring grades in those courses.

Students who continue their studies of an introductory foreign language during the Winter must also pursue

a Winter Course or Independent Winter Project. Students enrolled in two beginning language courses which continue during Winter Term will not be required to enroll in a regular Winter Term Course; in this case arrangements should be made through the Dean of Students.

CLASSES

The Winter Term will begin on Wednesday, January 7. Due to the brevity of the Term and the infrequent meetings of many courses, it is imperative that each student attend his first class. At the first meeting of each course, students will be given a schedule of subsequent classes.

The following courses are offered in Winter Term, 1976. Core Courses are listed first, followed by Interdepartmental and Divisional Courses, all cross-referenced in the departments from which the instuctors are drawn, followed finally by courses offered in the individual departments, listed alphabetically.

Courses are numbered consecutively from 01.6 to 84.6 and should be registered for accordingly. (Only independent work– 500, 600, 700– does not have a decimal point).

PHYSICAL EDUCATION PROGRAM

For complete program description, see Course Registration Catalogue for Fall-Spring Terms 1975-76, pages 61 and 62.

WINTER LECTURE SERIES

There will be a regularly scheduled series of lecturs during the Winter Term. The topics of these lectures will vary from the academic to the sublime, and will bear no evident relation to one another. The Faculty hopes that students as well as instructors, either individually or as panels, will participate in this series. Students wishing to speak should make arrangements through Professor John Emerson.

BOARD REBATES

Students enrolled both Fall and Spring Terms who take meals on campus both of those terms and who will study off campus for two weeks or more during the Winter Term are entitled to rebates of $10.00 per week for the time away. Applications for Winter Term Board Rebates are available at the Proctor Information Desk and must be returned to the Dean of Students' office by December 5, 1975.

Courses Offered Winter Term 1976

Core Courses

CC 01.6 The American War Experience in Fiction, History, and Film

Directors: **Catton, Jacobs**
Moderators: **Gleason, Stitt, Captain Stowell**

A comparison of the way in which combat experience has been treated by the novelist, the historian, and the film-maker. One novel, one narrative history, and (where possible) one film dealing with each of America's four major wars– the Revolution, the Civil War, the First and Second World Wars– will be analyzed and discussed, with an eye to weighing the relative merits and effectiveness of each mode.

Probable novels include Roberts' **Rabble in Arms**, Crane's **Red Badge of Courage**, Hemingway's **Farewell to Arms**, Heller's **Catch-22**, James Jones' new study of World War II.

The histories will include Ketcham's study of Valley Forge, Bruce Catton's **Stillness at Appomattox**, Asprey's study of the battle of Belleau Wood, and Cornelius Ryan's **Longest Day**.

Possible films include "Red Badge of Courage", "All Quiet on the Western Front" (the trench experience was virtually identical for Germans and Allies), "Patton", "Catch-22".

Method of Instruction: Seminar and discussion

Limit on Enrollment: 100

CC 02.6 Karl Marx Viewed Primarily Through his Economic Writings

Directors: **Craven, T. Gould**

Using **Marx on Economics** as a text and **Monopoly Capital** as an example of an attempt to apply Marxian economics to the U. S. economy, the class will study critically the major economic ideas and analyses found in Karl Marx's examination of capitalism.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 40

CC 03.6 You Can't Win, You Can't Break Even, and You Can't Change the Rules of the Game – Energetics, Kinetics and Life

Directors: **Gleason, Roberts**

A course for **non science** majors that will provide the intimidated and/or uninitiated an intuitive and qualitative feel for thermodynamics and kinetics, and will illustrate their wide applicability in the understanding of the environmental problems of pollution and over-population. The laws of thermodynamics give no quarter and have serious and incontestable implications for the quality of life on our planet. We will develop in the student an appreciation for the laws of thermodynamics and kinetics in a non-rigorous fashion using examples from everyday experience and examine how these laws affect our life today and emphasize the promise they hold for the future. C. P. Snow has said, "Not being able to describe the Second Law of Thermodynamics is the equivalent of admitting that you have never read a work of Shakespeare's."

Method of Instruction: Lecture and discussion

Limit on Enrollment: 40

CC 04.6 English Novels on Film

Directors: **Hill, Prickitt**
Moderator: **Claudon**

The class will read nine English novels (one from the 18th century, seven from the 19th century, and one from the 20th century) and see the films of eight of them. Students will be asked to read each novel prior to seeing the film made from it. Discussion of the novel will both precede and follow the showing of the film. The emphasis in the course will be on understanding the novels, themselves, not on developing techniques of film criticism. The novels to be used are the following: **Tom Jones, Pride and Prejudice, A Tale of Two Cities, Wuthering Heights, Jane Eyre, Great Expectations, Far From the Madding Crowd**, and **Women in Love**. As a final exercise the class will read and write a paper describing how Hardy's novel **Jude the Obscure** might be made into a film. Students who enroll in the course should read **Tom Jones** prior to the beginning of Winter Term.

Method of Instruction: Discussion

Limit on Enrollment: 60

CC 05.6 Sartre at Seventy

Director: **O'Brien**
Moderator: **Nelson**

A survey of the work of Jean Paul Sartre on the occasion of his seventieth year. While the course will concentrate on his major philosophical works (**Being and Nothingness**, **The Critique of Dialectical Reason**) there will be readings on Sartre the novelist (**Nausea**), playwright (**No Exit**), biographer (**Beaudelaire**), autobiographer (**Words**) and essayist.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 40

CC 06.6 Ethical Strategies for a Global Community

Director: **Rosenberg**
Moderators: **Rockefeller, Wolff**

The concept of interdependence arose in response to the new and unprecedented explosion of growth and technology that has burst upon the world in recent years. It represents a modern Copernican revolution, as it fundamentally alters the way we look at the world. There are, in fact, few serious human problems we face today whose impact is not global and which, therefore, require global solutions.

Global solutions presuppose a global community, but what is a global community? What would be the duties of global citizenship? How shall we regard our global environment? Our nature? These immediate questions are also the ancient questions: What relationship exists between goods and the good life? What is the basis of a just society? How can we find "a wisdom to match our sciences?" **How can we move beyond moralism and managerialism to define ethical strategies that can work to build a global community?**

We can begin by examining the ideas of Erich Fromm, E.F. Schumacher, Barry Commoner, Lester Brown, Kenneth Boulding, Paolo Soleri, Denis Goulet, Aurelio Peccei, Ivan Illich, William Thompson, Sri Aurobindo, Erich von Daniken, and Garrett Hardin, Richard Falk.

Method of Instruction: One orientation lecture, one guest lecture, two discussion sections, one presentation session– all per week

Limit on Enrollment: 60

CC 07.6 Background to the Middle East Crisis

Director: **Spencer**
Moderator: **Scott**

The course will examine the background of today's explosion confrontation in the Middle East between Israel and the Arab states. The time period covered will be from the pre-mandate period to the 1973 war. The aim is to provide a balanced view so that, by the end of the course, the positions of both sides and their historical antecedents will be clear.

The format of the course will be three one-and-a-half hour discussion periods per week. During the last week of the course each student will write an 8-10 page paper giving his/her view of the situation as it has evolved and stands today.

Method of Instruction: Discussion

Limit on Enrollment: 40

Internships

IT 08.6 The ABC's and the XYZ's of Emergency Medical Care

Mr. Tall

This course provides training in emergency medical techniques. The course emphasizes the development of student skill in recognition of symptoms of illnesses and injuries and procedures of emergency care. As such, reliance is placed heavily on demonstration and practice as a teaching method. Each lesson allows practice of specific skills covered in the lesson as appropriate and interleaved practice, test and evaluation sessions are designed to assure attainment of proficiency levels in all skills. There will be 5 3 1/2 hour segments a week. Attendance is compusory for certification.

Method of Instruction: Demonstrations, lecture, film and practical experience

Limit on Enrollment: 30

Prerequisites: Some background in biology and first aid preferred but not required

Graded: Credit/no credit

On-Campus Internships

Through special readings and seminars with distinguished representatives of the professional communities involved, these programs will introduce students to the worlds of three of the major professional communities in the society. An attempt will be made to assess these professions in terms of the personal satisfactions and strains, political and social impact, the nature of the skills and training necessary, the range of "human possibilities" open in a profession.

Each of the sections will have a fixed moderator (or moderators) and a schedule of visitors. The College will be using its resources of alumni, trustees and friends to offer a wide variety of guests representing many viewpoints within the professions.

THREE SEPARATE PROGRAMS: REGISTER FOR **ONE** ONLY.

IT 09.6 The World of Medicine

The cost of health care, the range of practice and specialties, the world of para-professionals, hospitals and administration, health care delivery, the ethical problems of medicine.

IT 10.6 The World of Law

Law from the Federal bench, state and local bench, public defenders and prosecuters, corporate law, the costs of the law, contingent fees and no-fault insurance, the nature of legal training.

IT 11.6 The World of Business

The range of business: finance, banking, manufacturing, retailing, business and politics, the ethical checks on business, big business/small business. Satisfactions and salary.

These courses will be regarded as On-Campus Internships and will be graded Credit/No Credit; depending on the nature of the final program and the desires of the moderators, written work may be required as part of the evaluation process. Students will have an opportunity for both formal and informal contact with the on-campus visitors.

Inter–departmental

ID 12.6 Subliminal Seduction in Literature

Mr. Beyer

Through an examination of subliminal seduction (sex, symbols, signals) in advertising and an unconvential inquiry into language, sounds and colors, this course will attempt to provide a fresh and innovative approach to creative literature. After construction of a methodology for literary investigation based on a sensitized perception we will attempt to apply the technique to the novels of Vladimir Nabokov, perhaps the most acutely conscious craftsman of modern Russian, English and French prose, Andrej Belyj, often called the "Russian James Joyce," and others if time permits. Hopefully the course will lead students to an increased awareness of previously unnoticed literary stimuli and to an appreciation of authorial manipulation. In addition to the readings a project of substantial imagination will be required.

Method of Instuction: Seminar

Limit on Enrollment: 20

ID 13.6 Music and Poetry in Black America

Mr. Conron, Mr. R. Smith

A study of form and expression in music (ballads, spirituals, blues, jazz) and of the interrelation between music and poetry in Black America, c. 1920-1976. To sharpen both listening skills and ability to observe and analyze, student assignments will include work in the music listening library and close reading of the poetry of Langston Hughes and Michael Harper and other selected poems. In class, attention will be given to aesthetic concepts of form and expression which both arts share.

Method of Instruction: Lecture and seminar format; 4 two hour sessions weekly

Limit on Enrollment: 40

ID 14.6 Media Tactics and Methods

Mr. Dodge

An interdisciplinary survey of the basic elements of visual literacy with special emphasis on the selection, production, and projection of still images. A study of the types of projected media, the projectors they require, and the capabilities and limitations of the various projectors. When still pictures are not sufficient - an introduction to the decision to use moving pictures. Practicum in the production and selection of transparencies, planning and producing a simple slide presentation, and demonstration of a closed circuit television as a moving picture medium. There will be two one-hour lectures per week and one three-hour practicum.

Method of Instruction: Lecture and practicum

Limit on Enrollment: 24

ID 15.6 Four Medieval Narratives

Mr. Dollenmayer

The course will involve intensive reading, in English translation, of four important medieval vernacular narratives of widely varying character. Chretien de Troyes' **Ywain** (French), **The Nibelungenlied** (German), **Njal's Saga** (Icelandic-Norse), and Giovanni Boccaccio's **Decameron** (Italian) will be studied primarily as literary texts, but also with an eye to the basic assumptions, expectations, and conventions of the societies for which they were written. Along with the primary texts, a set of important modern essays on the individual works, or on more general aspects of medieval literature, will also be read. Class time will be devoted to the development of an interpretation of the works as aesthetic wholes, as well as to selected details which present special problems of comprehension or which are particularly characteristic of medieval literature.

The course will have two axes of organization. One will be a set of contrasts: heroic epic vs. courtly epic, history vs. fiction, authorial anonymity vs. a known author, Christian ethos vs. pagan origin, narrative poem vs. narrative prose. The second axis will be the historical development from the works of the High Middle Ages to Boccaccio, who stands on the threshold of modern consciousness.

Method of Instruction: Three two-hour meetings per week, on the basis of at-home reading.

Limit on Enrollment: 20

ID 16.6 Women and the Law

Mr. Fiorino, Ms. Nelson

This course will focus on how the lives of women are affected by existing civil and criminal laws: women in marriages, women at work, and women as consumers. Some specific topics we plan to explore are prostitution and abortion (under the more general topic of "victimless crimes"), rape, the rising crime rate among women, and certain other aspects of the judicial process (e.g., the selection of juries). A major question underlying our inquiry will be whether law is a viable strategy for social change. Although the course will concentrate on contemporary American society, both cross-cultural and historical material will be included.

Method of instruction: Lecture and discussion

Limit on Enrollment: 40

ID 17.6 Fiction Fights the American Revolution

Mrs. Ilgen

A study of America's War for Independence as described by American writers from Cooper to the present. Readings will include Paul Lester Ford, James Boyd, Walter Edmonds, Kenneth Roberts, Howard Fast, and John Jakes. Material used in the course will cover unfolding events from Lexington to Yorktown. However, the focus of the course will not be on the events themselves but on the way in which the novelists studied have interpreted these events for their reading public. One of the main objectives of the course will be to try to determine what novelists have contributed to the popular view of the war and the extent to which their interpretations tally with those of practicing historians.

Method of Instruction: Seminar

Limit on Enrollment: 20

ID 18.6 Tropical Ecology

Mr. Peterson, Mr. Woodin

A field investigation of the terrestrial, freshwater and marine habitats of tropical America. The flora and fauna of lowland and mountain savannas, rainforest, riverine forest, mangrove and freshwater swamps and barrier reefs in British Honduras and Guatamala. Regular lectures and extensive field trips. Individual projects and papers.

Method of Instruction: Lecture, field trips, discussion

Limit on Enrollment: 30

Fee: The cost to a student for travel (from Miami) and for living expense will be approximately $545

ID 19.6 Freud vs. Jung

Mr. Price, Mr. Woodruff

A study of the two most important contributors to psychoanalytical theory and practice in the 20th century, whose ideas were often in conflict, and whose careers led them finally to vastly different philosophical conclusions regarding the destiny of man. Their lives, their clinical approaches, and their views on religion and philosophy will form the substance of our study. The class will read two texts each week. Two small panels will "debate" these texts in class, and each student will be responsible for participation in one of these panels at some point in the class. In addition, four brief exams will be administered as the course proceeds.

Method of instruction: Panel discussion within a larger class

Limit on enrollment: 40

ID 20.6 Comparative Literature: Explorations of Modernist Modes of Revelation: Readings in Mallarmé, Rimbaud, Rilke, and Trakl

Mr. Thiher

The goal of the course is to consider two sets of poets, each of which explores a different mode of revealation. Students will first read Mallarmé to come to an understanding of his Orphism and then see how this has been transposed in Rilke's work (especially in the **Sonnets to Orpheus** and **The Duino Elegies**). Rimbaud's visionary works will then be read (particularly **The Illuminations**) and compared with Trakl's poems. Students will be encouraged to introduce comparisons with other modernist poets(Valéry Yeats, Pound, etc.) in order to illuminate the full scope of the modernist notion or revelation. Course work will consist of detailed exegesis of poems in class and a research paper of approximately 20 pages. In English. Readings will be in bilingual editions so that a minimal reading knowledge of either language will suffice.

Method of Instruction;: Seminar

Limit on Enrollment: 20

Prerequisites: Students with a reading knowledge of French or German will be asked to work with original texts

American Literature

AL 21.6 Seeking the Oversoul: The Varieties of American Transcendentalism

Mr. Gura

This course will introduce Transcendentalism differently from the way in which it is usually treated in courses of literary history. The focus will be on the variety of interests of its major figures, people of amazing vitality and depth who often suffer neglect in traditional courses. Eg. we will consider people like Bronson Alcott, transcendental mystic and founder of the vegetarian Fruitlands community; Margaret Fuller, authoress of the seminal feminist tract, **Women in the 19th Century;** George Ripley, mastermind of the Brook Farm utopian experiment; and such colorful episodes as the decline of Brook Farm into a Fourierist phalanx; Emerson's flirtation with the movement (and with Miss Fuller); Orestes Brownson's long pilgrimage through Transcendtalism to the bosom of the Roman Catholic Church. The emphasis will fall on the philosophical and religious overtones of the movement, but the course will conclude with a reading of Thoreau's **A Week on the Concord and Merrimack Rivers**, perhaps the most "transcendental" book of the age.

Method of Instruction: Three lectures and one discussion per week, two interpretive essays of ten pages each.

Limit on Enrollment: 20

AL 22.6 Henry James: Major Themes

Mr. Munford

A critical study of selected stories and novels of the writer considered to be "the architect of the modern novel." Particular attention will be paid to the theme of the "expanding human consciousness." The course will be devoted mostly to James' shorter works but will culminate with one of his late great novels.

Method of Instruction: Lecture, discussion, seminar, paper

Limit on Enrollment: 20

Art

AR 23.6 Woodcut

Mr. Bumbeck

An investigation of relief printmaking with emphasis on the plank grain woodcut method. Slide lectures on important historical movements such as the German Expressionists and thorough studio experience expand the student's graphic vocabulary and provide insights into a contemporary use of the medium in monochrome and in color. Students will be expected to purchase tools and materials.

Method of Instruction: Slide lecture, studio workshop, individual and group criticism

Limit on Enrollment: 20

Prerequisites: Basic Design, Painting, or a portfolio which indicates previous training in the graphic arts

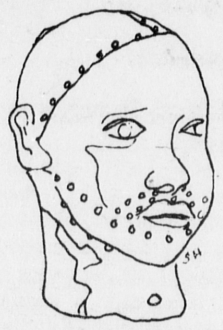
AR 24.6 Renaissance and Mannerism in Florence

Mr. Colbert

This course will investigate the interrelationships between social and artistic currents in Florence in the 16th century. Such personalities as Leonardo, Michelangelo, Raphael, Andrea del Sarto, Rosso, Pontormo and Bronzino will be studied. An attempt will be made to ascertain some of the political as well as aesthetic factors which contribute to the development of style.

Method of Instruction: Classroom instruction

Limit on Enrollment: 20



AR 25.6 African Art Exhibited

Mr. McNaughton

The organization, installation and documentation of approximately 50 pieces of African sculpture, aimed at providing a basic visual and contextual introduction to African Art, for course participants and exhibition viewers alike. The major portion of course work will be devoted towards describing the societies whose artists make the art and the cultural context within which the art is founded. Our goal will be to provide written and photographic information, in catalog form and as a part of the exhibition, to augment the pieces displayed.

Method of Instruction: Seminar

Limit on Enrollment: 15

AR 26.6 Life Drawing for Beginners, Intermediate and Advanced Students

Mr. Reiff

The traditional discipline for those learning how to see nature objectively is to draw from the draped and nude model. Artists have acquired their skills as draughtsmen in this manner from the late Renaissance to the present.

Students in this cram course are expected to attend three hour sessions every week day as well as two additional three-hour sessions to be held in the afternoon or evenings. Students will be required to read and know Sir Kenneth Clark's book, **The Nude**.

Method of Instruction: Discussion, studio

Limit on Enrollment: 30

AR 27.6 Studio: Abstract Painting

Mr. Steinbach

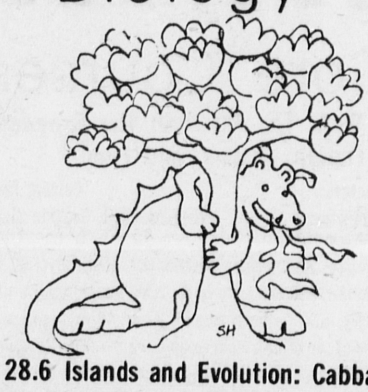
To initiate the student into the problems involved in the conception and evaluation of abstract painting. Studio assignments aimed at establishing common criteria will evolve to include a more individual interpretation in the formation of a visual metaphor. The effects of 20th century media on the artist's outlook will be explored via slides, discussions, and a trip to New York City museums and galleries.

Method of Instruction: Studio, slides, discussions, trip to museums and galleries

Limit on Enrollment: 20

Prerequisites: Design or portfolio

Biology



BI 28.6 Islands and Evolution: Cabbage Trees, Dragons, and Wingless Flies

Mr. Bell

Studies of island species have made highly significant contributions to modern evolutionary biology. In this course, we will examine many of these contributions - and some of the problems they raise - in depth. Beginning with a survey of the kinds of adaptations exhibited by island life, we will progress through patterns of speciation as exemplified by island species and conclude with a look at the various biogeographic models which have been constructed to explain island species diversity. The course will depend heavily upon student involvement; rather than develop an esoteric paper, students will be asked to share their ideas in student-led discussions dealing with particular aspects of the island problem.

Method of Instruction: Lectures, discussions, movies.

Limit on Enrollment: 20

Prerequisites: MA 112

BI 29.6 Biological Clocks

Mr. McCormack

The temporal organization of plants and animal systems. Topics will include a survey of circadian (24 hr), lunar, and tidal rhythms as well as annual reproductive rhythms. The implications of the biological clock for orientation and homing behavior, the effects of light and temperature as controlling agents, and the molecular basis of biological timing will also be discussed.

Method of Instruction: Lectures, discussions, and student seminars

Limit on Enrollment: 20

BI 30.6 Human Males – Do Their Nervous Systems Differ from Those of Human Females?

Mr. McDonald

We shall look at what human males have done in the past and are doing now, and compare it with similar activities of human females. The biological bases of differences in physical structure, hormone flows and nervous system arrangements will be developed in lectures and discussions. The basic question being addressed will be whether or not it is possible to shift "gender roles" and, if it can be done, whether this would do violence to the biological and evolutionary make-up of the two sexes and hence of the species. Examples of major differences in behavior between the two sexes will be presented for other species of vertebrates including our primate cousins.

Readings will be taken from the following authors: Corinne Hutt, Virginia Woolf, Lionel Tiger, Germaine Greer, Desmond Morris, Jane Lancaster, Gunther Stent and others; reprints of scientific papers will be made available; and each student will be asked to read a book by each a competent female and competent male novelist. Films of animal behavior

may be shown.

Method of Instruction: Lectures and seminar discussions

Limit on Enrollment: 20

BI 31.6 Developmental Genetics

Mr. Saul, Mr. Watters

A critical examination of molecular mechanisms underlying the development of animals (primarily). We shall investigate the results of current work in such areas as: control of sequential gene activity, differentiation and the maintenance of the differentiated state, the influence of maternal genes on embryogenesis, and the metabolism of nucleic acids and proteins during gametogenesis and early development. We shall also examine what studies of developmental mutants contribute to an understanding of the genetic control of development. Written work will include one or more brief literature reviews and a final examination.

Method of Instruction: Lectures and discussions

Limit on Enrollment: 40

Prerequisite: BI 314 or BI 205

Chemistry

CH 32.6 You Are What You Eat

Mr. Bennett

A course in two parts:

Part I is a short course in basic nutrition emphasizing widely held, fairly noncontroversial beliefs about the nutritional requirements of the human animal. The focus for the lecture-discussions is nutrients and nutrient sources.

Part II provides the student the opportunity to confront the nutritional question which most concerns him. Nutritional questions may range from personal to international, controversial to mundane. A brief, thoroughly documented paper will be written and submitted. The instructor hopes that some students with the results of their research in hand will partake in informal debate to air "both sides" of some "controversial" issues.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 20

CH 33.6 Glassblowing

Mr. Harnest

A practical course in the art of blowing glass in the construction of glass apparatus for science projects. The laboratory experience will start with mastering the simplest operation of joining two pieces of glass tubing of the same diameter (straight joint) and progress to increasingly sophisticated joints and seals, including the ring and Dewar (thermos bottle) seals. Instrumentation experience will include use of glassblowing lathe.

Method of Instruction: Lecture, demonstration and laboratory

Limit on Enrollment: 10

CH 34.6 Chemical Analysis by Instrumental Methods; A Look into Black Boxes

Mr. Pool

The theory and practical applications of certain instrumental methods of analysis will be examined. Methods will include: Spectrophotometry (visible, ultraviolet, flame emission, atomic absorption, fluorescence); Electrometric methods (potentiometric, conductometric, electrogravimetric, coulometric, polarographic); and others, as time allows. Laboratory experiments and analyses by the use of available instruments.

Method of Instruction: Lecture and Laboratory

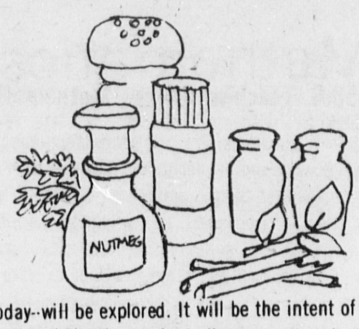
Limit on Enrollment: 10

Prerequisites: CH 211 or CH 351

CH 35.6 The Spices of Life or Eat Your Way Through Winter Term

Mr. Rosamond

Much of the food consumed by primitive man possessed off-flavors, and in some cases the food was partially spoiled. As time passed man learned to use various flavoring agents to make tasteless food more palatable or to make an objectionable food product acceptable. The interwoven aspects of spices – their history and lore, their botanical sources, thier place in the development of medicine, and their culinary use



of today--will be explored. It will be the intent of the course to help the student discover not only what spice to use where and why, but also how to identify it. The students will be responsible for the preparation of a weekly class meal in which the focal point will be the use of the various spices. It is not the purpose of the course to encourage the student to become a chef or gourmet but rather to foster an awareness of the culinary value of spices.

Method of Instruction: Lecture, demonstration, discussion, and term paper

Limit on Enrollment: 20

Classics

CL 36.6 Cicero: De Re Publica

Ms. Heibges

An intensive study of Cicero's essay **On The Commonwealth**, working as closely as possible with the original latin, i.e. the latin used by Cicero circa 54 B.C. For those students without a reading knowledge of Latin, an English translation will be used.

Method of Instruction: Discussion

Limit on Enrollment: 20

Economics

EC 37.6 A Comparison of Radical and Orthodox Economics

Mr. Guentner

The primary objective of the course will be to contrast radical and orthodox economics at a level accessible to the beginning student. The course outline will be provided by **An Introduction to Modern Economics** by Joan Robinson and John Eatwell. Ms. Robinson, a prominent exponent of radical economics, provides a view of economics which is consistent with the mainstream of radical economic thought. The text will be supplemented by class lectures which will attempt to highlight the disparities between the two approaches to economics.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 20

EC 38.6 The U.S. Energy Crisis and Its Impact on Life Styles

Mr. D. Smith

A study of the dimensions of the U.S. energy crisis and its consequences for the ways people have chosen to live. The dimensions of the crisis are geologic, geographic, economic, political, and social. Unless there are technological breakthroughs on a time basis presently not in sight, it will be necessary for the American people to make very substantial alterations in their way of living within the next decade. A paper on some aspect of the energy crisis will be expected.

Method of Instruction: Reading, lecture, guest lectures

Limit on Enrollment: 30

English

EL 39.6 The Restructuring of Classical Myths in Renaissance Art and Literature

Mr. Bertolini

Using Ovid's **Metamorphoses** as a basic text (because the Renaissance called it "the painter's **Bible**") we will be dicussing the new uses of myth in Renaissance painting and poetry, sculpture and drama, as well as, the interplay between the painterly approach to myths and the poetic approach to myths. We will look closely at numerous examples of narrative painting and try to define the dramaturgy of the tableau, that is, answer the question: how does a painter dramatize a story? Likewise, we will consider examples of pictorial narrative and drama in mythological poems and plays. As we analyze such myths as the Golden Age and the legend of Lucretia as they appear in the works of Shakespeare, Machiavelli, Racine, Titian, Bernini and Poussin, we will be concerned with the iconography of emotion in art and try to learn the language of gesture in painting and to interpret gesture in the language of literature.

Method of Instruction: Seminar

Limit on Enrollment: 20

EL 40.6 Versions of Faust

Mr. Elder

For almost five centuries the story of Faust has fascinated western artists. The diabolical pact made by one man has served as a framework for depicting both the phenomenon of defiant individuality and, on the social level, the fact that an immediate increase of power or efficiency may lead ultimately to a loss of moral control. The course will examine a number of variations of the Faust motif, among them the written works of Marlowe, Goethe, and Mann and the operatic treatments of Boito, Gounod, and Berlioz. In the final sessions of the term there will also be an attempt to trace and discuss Faustian elements in present-day culture.

Method of Instruction: Discussion format, with student presentations on topics of particular interest

Limit on Enrollment: 20

EL 41.6 Contemporary Fiction

Mr. Gavin

A critical analysis of some of the writers who are shaping and reflecting the consciousness of our time: Gardner, Fowles, Gass, Barthelme, Nabokov, Dickey, Vonnegut, O'Connor. Nabokov has suggested that modern fiction is like a chess game in that the central conflict is not between the characters but between the author and the reader. In this spirit the course will explore the structural and stylistic gambits characteristic of the 60's and 70's.

Method of Instruction: Seminar

Limit on Enrollment: 20

EL 42.6 Stanley Kubrick: Filmmaker

Mr. Littlefield

A study of the major films of Stanley Kubrick, including **Killer's Kiss, The Killing, Paths of Glory, Spartacus, Lolita, Dr. Strangelove, 2001: A Space Odyssey,** and **A Clockwork Orange.**

And then did all the Muses sing
Of Magnus Annus at the spring.

Or: S&V, Strangelove, and other anomalous citrus fruits.

Method of Instruction: Screening and discussions, at least two papers.

Limit on Enrollment: 40

EL 43.6 Dickens and the Imagination of Modernity

Mr. Magnet

An intensive study of **Dombey and Son** and **Little Dorrit**, two of Dickens's most interesting and complicated mature novels, each of which describes the emergence of distinctive aspects of the modern society we still live in. **Dombey** deals with the trasnformation of both the English landscape and the English imagination brought about by the building of the railways; while **Dorrit**, the most somber of Dickens's novels, is concerned with how modern institutions– particularly modern government and modern finance– have made society so problematic and mysterious, so inefficient and irrational, so rigid and oppressive, that society itself seems to be one vast and all-encompassing prison.

Method of Instruction: Seminar

Limit on Enrollment: 20

EL 44.6 Writing

Mr. Martin

A course for students who have already done some writing of fiction at Middlebury or elsewhere and who want to work intensively on writing projects during Winter Term.

Method of Instruction: Workshop discussions and frequent individual conferences

Limit on Enrollment: 10

Prerequisites: Some previous training and experience; a plan or project to be completed during Winter Term

EL 45.6 Poetry Workshop

Mr. Pack

Students will meet with the instructor twice a week for group discussion of student poems.

Method of Instruction: Discussion

Limit on Enrollment: 15. This course is open only to upperclassmen and acceptance is on the basis of pre-submitted written work. Students who have not been able to get into EL 175 as freshmen will be given priority.

French

FR 46.6 Oral French for Radio Communication

Mr. Barenbaum

To enable students to advance in their practice of oral French.

Discissions, interviews and research will lead them to deveolop a series of radio programs in French ranging from news broadcasts to expressive readings of poetic and dramatic texts. Students will also interview French speakers in the community, the region, and possibly Quebec. Programs will be broadcast on campus and in some high schools.

Method of Instruction: Seminar

Limit on Enrollment: 10

Prerequisites: FR 205, FR 206 or equivalence. Students should consult instructor in advance of registration.

FR 47.6 Intermediate French

Ms. Fischer

Intensive, active and comprehensive review of grammar as well as development of spoken and written skills based on the use of the language laboratory and modern French texts. A course for students whose background in French is limited or shaky and who wish and need to improve their control of the basic language skills. Five class meetings, five discussion sessions and laboratory.

Method of Instruction: Discussion and intensive use of language.

Limit on enrollment: 20

FR 48.6 The Middlebury Which Hunt, or Language Through the Ages

Ms. Herschensohn

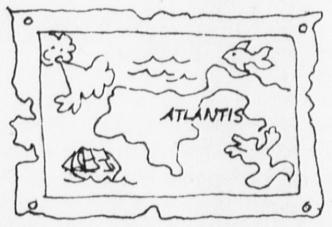
What comes first, thought or word? How much is individual personality dependent on linguistic expression (or vice versa)? What is the role of language in art? Is the Tower of Babel really at the origin of the diversity of language? This course will seek answers to such questions by examining the views of language found in (for example): the hieroglyphics of the ancient Egyptians; the Bible; Greek philosophy; speculations of Medieval Europeans and Arabs; **philosophes** of the 18th century; modern linguistics. By investigating the diverse conceptions of language that have evolved during the course of history, this course will elucidate the problems which linguists attempt to resolve, and will reveal the complexity of origin and function of this psycho-social phenomenon. Readings will be in French.

Method of Instruction: Lecture/discussion

Limit on enrollment: 20

Prerequisites: French 206 or knowledge of French

Geography



GG 49.6 New Thoughts on Old Maps: The Historical Geography of Colonial America

Mr. Clark

The geographic dimension of the North American colonial experience will be examined, attempting to assess its functional and symbolic significance for the evolution of colonial America and the nation that followed. What real and imagined impressions of this alien environment influenced the drive to independence? Did the colonial economies really perpetuate European control? What features of the experience were uniquely North American? What problems were posed, and social innovations stimulated by attempts to relate old ways to new rural and urban conditions? Empirical research paper required.

Method of Instruction: Lecture, Seminar, and field

work

Limit on Enrollment: 30

Prerequisites: GG 101

GG 50.6 Food and People, "Give us this Day our Daily Bread"

Mr. Illick

An analysis of the physical and cultural factors influencing the production of food, a basic life-support system for the world's human population. The major components of the course will include:

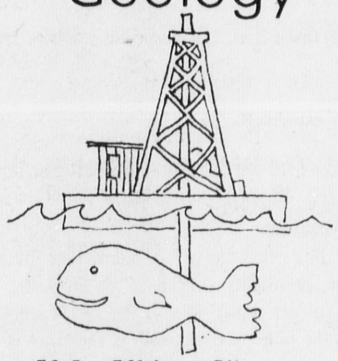
1. Centers of agricultural origins
2. Domestication of plants and animals
3. Plants and animals– Energy flow in the Biosphere
4. Land, Air, and Water– World Food-producing environments
5. Agricultural Systems
6. Comparative energy costs in food production systems
7. Technology and Cultural attitudes as forces of change in world food productivity and habits
8. Future food needs and potentials– Feast or Famine?

Each participant will submit a short research paper.

Method of Instruction: Illustrated lectures, discussions, readings, map and remote-sensing image interpretation; one or two field trips

Limit on Enrollment: 20

Geology



GL 51.6 Offshore Oil

Mr. Baldwin

The prospect of drilling for oil off Baltimore makes people nervous. State officials worry about the economic impact on coastal communities, environmentalists worry about oil spills, and oil companies worry that they will not find much oil. The course will be a workshop aimed at getting a better understanding of the diverse aspects of the problem. We'll have to divide the effort into manageable packages– on the geology of the continental shelf, modern ocean processes there, general land-use patterns of the coast, federal and state laws regarding land use and offshore development. Individuals or teams will prepare reports on one or another topic; in the last week, we'll try to integrate these into a single package.

Method of Instruction: Workshop

Limit on Enrollment: 20

GL 52.6 Analytical Techniques Used to Solve Geologic Problems

Mr. Clague

Determination of mineral structure and composition and chemical composition of rocks using instumental techniques. Lectures will introduce the theoretical framework for each technique. Students will do an individual project which will include original analytical data and its geological interpretation. Previous course work in geology, chemistry or physics is desirable. Research samples related to problems in the origin of oceanic igneous and sedimentary rocks will be available for individual projects.

Method of Instruction: Lecture and lab

Limit on Enrollment: 20

GL 53.6 Marine Sediments

Mr. Davies

The physical transfer of material from land to the oceans is a process of considerable geological and ecological significance. This course will examine the major accumulations of oceanic sediments derived from the erosion of landmasses, and the processes by which they are forming, using the North Atlantic as an example. Topics such as source and nature of the sediments, continental margin sedimentation, deep ocean bottom currents and their associated deposits, turbidity currents, etc., will be explored, the precise course content being in part determined by the interests of the class.

Method of Instruction: informal seminars (minimum 3 hr./wk.), directed reading and study projects, field trip to a major oceanographic institution.

Limit on Enrollment: 20

Prerequisites: Some previous exposure to earth science, such as any one of the introductory geology courses (GL 152, 161, 171, or 172) is desirable but not essential

German

GN 54.6 Seminar: Thomas Mann

Ms. Summerfield

An introduction to the life and works of the renowned German author Thomas Mann. Representative shorter writings (**Death in Venice**, **Tonio Kröger**) and novels (**The Magic Mountain**) will be read in translation.

Method of Instruction: Discussion

Limit on Enrollment: 20

History

HI 55.6 Stalin and Stalinism

Mr. Brainerd

Through a parallel reading of several interpretations, the course will examine the relationship between biographies of the Soviet dictator and concepts of a "system" which he created. How adequate are various models of the system for comprehending the experience of Soviet citizens? How valid is the technique of "political biography?" How is "Stalinism" related to "totalitarianism?" Readings will be selected from works by Souvarine, Trotsky, Deutscher, Roy Medvedev, Solzhenitsyn, Tucker and Ulam.

Method of Instruction: Seminar

Limit on Enrollment: 20

HI 56.6 The Quest for Utopia

Ms. Lamberti

A study of utopian writings in England and France from the sixteenth century to the present. Class discussions will aim at some understanding of what has been the function of utopia in historical society. Some other questions that will be raised are: Out of what historical situations do utopias spring? What psychic needs and urges drive individuals to construct utopias? How have utopians approached such problems as human happiness and aggressiveness, work and wealth, and the conditions necessary for the Good Society? How and why has the utopian imagination changed, from the Renaissance to the Puritan Revolution to the Enlightenment, following the French Revolution, and under the influence of Marxian ideology? The last part of the course will deal with the problem of the end of utopia in the twentieth century. Besides participating in class discussions, students will write a paper constructing a utopia.

Method of Instruction: Seminar discussions

Limit on Enrollment: 20

HI 57.6 Witchcraft and the Reformation

Mr. Tillinghast

Witchcraft as a European soci-theological problem is distinguished by its quick rise and almost as quick fall. It was not a problem before A. D. 1350 or after about 1680. The reasons for its growth and decline, with controlled speculations, will be covered. The course will not attempt to deal with more contemporary manifestations.

Method of Instruction: Lectures and discussions

Limit on Enrollment: 20

Mathematics

MA 58.6 Teaching College Mathematics

Mr. Bielli

Students enrolled in this course will teach MA 59.6 **College Algebra and Trigonometry**. They will have full control of course design, prepare all materials, plan and deliver lectures, make up and grade homework and examinations, and conduct extensive tutorial sessions. In addition each student will be expected to attend all lectures given by his fellow teachers and participate in regular critiques of all parts of the course. The instructor in this course will attend all lectures in College Algebra and Trigonometry and participate in the critical sessions, but he will not participate formally in any teaching of algebra and trigonometry.

Method of Instruction: Seminar, discussion, individual conference

Limit on Enrollment: 8

Prerequisites: Successful completion of two terms of college mathematics or the equivalent and conference with the instructor prior to registration

MA 59.6 College Algebra and Trigonometry

Mr. Bielli

A course designed especially for those whose high school backgrounds are inadequate for beginning calculus. Approximately 6 hours of lecture per week, extensive homework, several examinations. The course will be taught by students enrolled in MA 58.6 Every enrolled student will be assigned a tutor from among this group and will meet for several hours each week in tutorial session to review homework and examinations. This will be a highly structured intensive course, probably most useful for those intending to start calculus in the Spring term.

Method of Instruction: Lecture, tutorial

Limit on Enrollment: 40

Prerequisites: Students with no more than junior level high school mathematics will be eligible for the course. Students who have taken and passed a term of calculus will be considered automatically overqualified. Others must consult the instructor before registration

MA 60.6 Applications of Probability and Statistics

Mr. Emerson

An excursion into some of the applications of probability theory and statistics. Topics from applied probability include: random walks, Wald's identities, occurrence and solution of difference equations, the Poisson process and distribution of its waiting times, Markov chains, and queues. Topics from applied statistics include: regression, analysis of variance, and nonparametric tests. Students will be assigned some independent investigation of their choice, in which use of the computer will be encouraged but not required.

Method of Instruction: Informal lecture, discussion, and student presentation

Limit on Enrollment: 20

Prerequisites: MA 310 or other course in probability

MA 61.6 Making and Breaking Secret Codes

Mr. Olinick

Shortly after humans discovered the ability to communicate, some persons also discovered that they had secrets they did not wish to share with everyone. These persons developed ways to hide the meaning of their messages, so that the message appeared unintelligible to those who had not been provided with the special information needed for decipherment. Thus was born **cryptography**, the study of techniques to disguise the meaning of messages. Not long after, **cryptanalysis**, the study of techniques to penetrate such disguises, was created. Codes and ciphers continue to be used today, primarly by spies, the diplomatic corps, the military, and many large corporations.

We will examine in this course both cryptography and cryptanalysis from historical and mathematical points of view. The mathematical tools used by the "codebreakers" will be explored as will the narrative of some of their greatest achievements. Topics to be covered include monoalphabetic and polyalphabetic substitution, polygraphic systems, transpositions, modular arithmetic, matrices and linear transformations, the application of cryptanalytic principles in the reconstruction of dead languages, and the existence of hidden ciphers in Shakespeare's plays.

Method of Instruction: Lecture, discussion and student presentation of solved problems

Limit on Enrollment: 30

Prerequisites: Three years of high school mathematics

Music

MU 62.6 The Symphony

Mr. Millner

A survey of the symphonic repertoire from 1720 to 1930, with emphasis placed on the historical development of forms, forces, and techniques utilized by composers. Lectures will cover: The origins of the symphony (1720-60), Haydn (Farewell and Miracle Symphonies), Beethoven (5th and 9th Symphonies), Berlioz and Liszt (Symphonie Fantastique and Dante Symphony), Chaikovsky (6th Symphony), Mahler (3rd Symphony), Sibelius (2nd and 4th Symphonies), and Stravinsky (Symphony of Psalms, Symphony in C). Ability to follow a score, and some history and theory background, will be very helpful.

Method of Instruction: Lecture

Limit on Enrollment: 20

Prerequisites: Ability to follow a score

MU 63.6 The Arrangers

Mr. Stires

A look into the origins and development of American popular music, especially recorded music, with emphasis on the **Big Band** composer-arrangers who wrote the charts and invented the **3-minute composition** to fit the 10-inch record. Styles from Eubie Blake and his "Shuffle-along Orchestra" to Crosby, Stills and Nash.

Method of Instruction: Seminar and lecture

Limit on Enrollment: 40

MU 64.6 The Electronic Music Studio

Mr. Todd

A course in the use of the Electronic Music Studio, including the synthesizer, mixer, tape recorders, etc. The aim of the instruction is the practice of taping and synthesizing techniques with the aim of creating at least one finished composition. Students signing for this course can expect to be working at least 10 hours a week in the studio in addition to class time.

Method of Instruction: Laboratory

Limit on Enrollment: 10

Philosophy

PA 65.6 Moral Philosophy Self–Taught

Mr. Bigelow

This course is a teaching experiment for beginners in Philosophy which will consist in using the Socratic method exclusively, or as far as possible. Following this method, very little reading will be assigned; furthermore, the instructor will not lecture. Rather, students will be asked to make moral judgments on sample situations and then to carry justification of these judgments as far as they can. It is hoped that, through question-and-answer and class discussion, those conceptual distinctions and alternative views will "emerge" which, in the standard course, are "presented" by text and lecture. Ideally, by the end of the term each student will have been led to formulate a fairly complete moral philosophy of his own.

Method of Instruction: Discussion

Limit on Enrollment: 20

Prerequisites: Should not be taken by students who have had a course in moral philosophy

Physics

PH 66.6 Optical Imaging Systems

Mr. Cooney

This intermediate level physics course is designed to introduce science majors and other users of sophisticated optical instruments to the principles which underlie the design and use of such optical data processing systems. Readings for this course will be drawn from Meyer-Arendt's **Introduction to Classical and Modern Optics** and original papers in the field of applied optics. Each student will be responsible for leading discussions on a number of topics and will prepare demonstration experiments to illustrate the basic principles involved in each topic. Topics to be discussed will include lens system

design, computer techniques for lens system analysis, diffraction and interference, coherence, Schlieren optics, transfer functions and optical data processing, holography, and radiometry.

Method of Instruction: Seminar discussion and demonstration experiments

Limit on Enrollment: 10

Prerequisites: PH 110

PH 67.6 The Kinematics and Dynamics of the Special Theory of Relativity of Einstein

Mr. R. Gould

An analytical investigation will be made of the kinematics and dynamics of the special theory of Einstein with examples of the practical consequences of this theory as it applies to rapidly moving elementary particles, such as are received on Earth from outer space or produced in laboratories having particle accelerators, and practical consequences on the observed red shift of light received from very distant stars and galaxies.

Two "experiments" will be performed by the students. The first will be to examine true copies of photographs of tracks left by rapidly moving elementary particles in a bubble chamber. Through the use of predictions of Einstein's theory, physical properties of the particles that left the tracks can be determined. In the second "experiment", each student will consider a simple object of his or her choosing, then through the use of a computer program he or she will have the computer cause to be plotted on our plotter a perspective drawing of what the object would look like as it rapidly passes an observer. The result is very different from the predictions of the measurement of a rapidly moving object. Since none of us can predict ahead of time what the object will appear like, the computer assignment is, in a sense, a true experiment.

Method of Instruction: Lecture, discussion, experiments

Limit on Enrollment: 20

Prerequisites: MA 113 or equivalent, high school or introductory college physics

Political Science

PS 69.6 The Socratic Turn: or Poetry, Philosophy, and Political Life

Mr. Dry

Our contemporary division of studies into the sciences and the humanities seems to originate in the old quarrel between philosophy and poetry, which Socrates refers to in **The Republic** (Book X), as he reinstates into his perfectly just city only so much poetry as is beneficial as well as pleasant. Drawing our attention to "The image of the dying Socrates - mortal man freed by knowledge from the fear of death" - Nietzsche calls Socrates "the vortex and turning point of Western civilization." Nietzsche describes Socrates' daemon, which acted as dissuader and critic rather than affirmative force, as "truly a monstrosity!" Socrates, the theoretical man par excellence, suffered from an overdeveloped reason and an underdeveloped instinct. Tragedy, a product of the spirit of music, was destroyed by this man who did not realize that logic is in need of art, at the foundation of which is music. The Greek tragedy of Sophocles and Aeschylus properly combined the Apollinian and Dionysian spirits, responsible for dreams and drunkeness, rational individuation and irrational unity. Another strand of the Socratic turn is revealed in Aristophanes **The Clouds**, a comedy in which Socrates is represented as a foolish but clever character who walks on air to investigate the clouds but is also master of the unjust speech.

The course will begin with Plato's **Apology of Socrates** and Socrates' discussion of poetry in the **Republic**. Then we will study Sophocles' Theban plays, Aeschylus' **Oresteia**, and Euripides' **The Bacchae** to understand what truths about human life the myths of Greek tragedy related. Next, two powerful critics of Socrates will be considered: Aristophanes, who viewed Socrates' way of life as hostile to political life, and Nietzsche, who, in the **Brith of Tragedy**, celebrated Greek tragedy and held Socrates responsible for its eclipse. Finally, we shall turn to Platonic dialogues on love, rhetoric and sophistry (**Symposium**, **Phaedrus**, **Protagoras**) to consider Socrates' view of human life and what effect his myths might have on political life. Our final aim will be to judge for ourselves the significance of the "Socratic turn" for Western civilization.

Method of Instruction: Seminar

Limit on Enrollment: 20

PS 70.6 Public Opinion Sampling

Mr. Thurber

This course is designed to acquaint students with the techniques of public opinion sampling and to afford them practical experience in the application of these techniques. The first two weeks will be devoted to the development of a questionnaire embracing questions on opinions on various issues of public policy to be used as the basis of the sampling. Following this, the students will be sent out for a day or two at a time to do the actual sampling but will return periodically for an analysis of the results to date and to test the validity of the questionnaire. The final week of the course will be devoted to an overall analysis of the substantive findings of the survey.

Method of Instruction; Seminar and practical work

Limit on Enrollment: 20

Psychology

PY 71.6 Skinner Boxes and How to Get Them to Work

Mr. Ewell

This course, with very practical orientaton, will deal with the instrumentaton and procedures used in psychology and much behavioral biology for setting up equipment to present stimuli or to record a subject's responses. The work will be mainly guided laboratory work. The student, working with actual equipment, will be able to find out when his ideas are good or when he needs help. Credit toward departmental requirements is not offered for this course. However it is strongly recommended for psychology and bio-psychology majors, expecially those who may want to do Honors projects in psychology.

Method of Instruction: Mainly laboratory, three or four group meetings

Limit on Enrollment: 20

Religion

RE 72.6 A Bicentennial Theme: Religious Interpretations of American Destiny

Mr. Ferm

This seminar will examine how Americans from various points of view– e.g., George Washington, Woodrow Wilson, Elijah Muhammad, Richard M. Nixon– have given a religious interpretation to their understanding of the past, present and future. In addition to class assignments the major requirement of the course will be a critical paper on the theme: "Civil Religion in America."

Method of Instruction: Seminar

Limit on Enrollment: 20

Russian

RU 73.6 Eugene Onegin

Mr. Baker

An in-depth study in the original Russian of Pushkin's novel-in-verse, a seminal work in the history of Russian literature.

Method of Instruction: Seminar-discussion

Limit on Enrollment: 20

Prerequisites: Russian 301

RU 74.6 Russian Winter Workshop

Mrs. Baker

To be taught entirely in Russian, this course aims to give the student the basis for self-confidence in expressing himself on both everyday and more abstract topics. Included will be an in-depth study of the scenario of the film "Ballad of a Soldier," accompanied by a viewing of the film, subsequent re-narration by students, etc.

Method of Instruction: Workshop

Limit on Enrollment: 15

Prerequisites: RU 201

RU 75.6 Ivan Turgenev: There are no Heroes in Russia

Mr. Orth

An in-depth study of the novels of Ivan Sergeevich Turgenev (1818-1883), Russia's first truly "European writer," the chronicler of the "Superfluous Man" in Russian society, and the man known to his contemporaries as "the gentle nihilist" and "the conscience of the people."

The following novels will be read: **A Sportsman's Notebook, A Nest of the Gentry, Torrents of Spring, Rudin, On the Eve, The Diary of a Superfluous Man, Smoke, Fathers and Sons, First Love, Virgin Soil, Asya.**

Method of Instruction: Lectures/discussions; short weekly papers; oral reports; term paper

Limit on Enrollment: 20

Sociology-Anthropology

SA 76.6 Non– Linguistic Communication

Mr. Andrews

This couse will be an examination of the concept of communication and its various non-linguistic manifestations. Included for examination are paralinguistic, kinesic (body gestures), tactile and olfactory phenomena as well as derivatives of language, e.g., sign language, drum and whistle languages, writing and various art forms.

Method of Instruction: Lectures, labs, seminar

Limit on Enrollment: 20

SA 77.6 Indian (Hindu) Society and Culture

Mr. McCreery

An introduction to Indian civilization from an anthropological perspective. The course will begin by examining the ways of life of small rural communities, some in India proper, others in Pakistan and Bangladesh. It will then go on to deal with the great traditions of Hinduism which to varying degrees are shared by these communities. The course will end with consideration of fundamental political questions raised by the caste system, Indian society's most characteristic institution.

Method of Instruction: Lecture, discussion, films

Limit on Enrollment: 20

SA 78.6 The Automobile in American Society

Mr. Pandiani

An examination of the effects of the automobile and the automible based transportation system on American culture and social relations. Special attention will be given to the social history of the automoble in America; the automobile and population ecology; automobile based subcultures; automobile driving behavior; and the future of the automobile. Each student will be expected to conduct an in-depth investigation of a topic within the general scope of the course and to present her or his findings in term paper form.

Method of Instruction: Seminar

Limit on Enrollment: 20

Spanish-Italian

SI 79.6 Intensive Beginning Italian

Ms. McDaniel, Ms. Vaglio

Designed to introduce the student to the Italian language and to provide a foundation in both spoken and written Italian. The approach to the language permits comprehensive coverage of the basic structures and vocabulary of contemporary Italian. Filmstrips and taped dialogues create a culturally authentic environment in the classroom. Printed student materials introduce the written word and drill structures through exercises, dictations, and reading texts. The exclusive use of Italian in dialogue situations and vacabulary building encourages the student to develop skills in a personalized context. Classes meet daily for two sessions of approximately one and one-half hours each. In addition to ths daily course commitment, lunch will be taken with instuctors at Italian tables.

Method of Instruction: Audio-visual supplemented by conventional grammar

Limit on Enrollment: 40

SI 80.6 Intensive Beginning Spanish

Mr. Veguez, Ms. Maura

Designed to meet the needs of beginners who want to master, within a very short pme, the basic structures and vocabularyl of the language. Its commitment is to an ordered presentation of all four language skills: understanding the spoken word, speaking, reading, and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Classes meet daily for two sessions of approximately one hour and a half each, with types of materials alternated to provide for exposure to the two approaches mentioned. The student's daily course commitment will include lunch, which will be taken at the Spanish tables with the instructors.

Method of Instruction: Drills and audio-visual labs

Limit on Enrollment: 35

Theater Arts

TH 81.6 Acting/Directing Seminar

Joe Ochman '76 **Sponsor:** Mr. Volkert

This course will be an acting/directing seminar leading to a production at the end of the winter term. The play presented will be **We Bombed in New Haven**. The seminar will extend credit to the fifteen major characters, a stage manager and a producer.

Method of Instruction: Workshop

Limit on Enrollment: 17

Prerequisites: Successful audition

TH 82.6 Costume Design (Studio)

Mr. Potter

An intensive introduction to the concepts and techniques of preparing costume designs with attention to style re the Play, the Interpretation and the Occasion. Use of design principles, fabric qualities, and drawing and painting materials. Supplies by each student.

Method of Instruction: Lecture, studio, criticism

Limit on Enrollment: 20

Prerequisites: Junior or senior and one of the following: TH 250, AR 205-6, AR 209-10, AR 309-10 AR 315-16, or portfolio

TH 83.6 Acting/Directing Seminar

John Rathman '76 **Sponsor: Mr. Sprigg**

This couse will be an acting/directing seminar leading to a production at the end of the winter term. The play presented will be **Live Like Pigs,** by John Arden, which examines certain problems generated by welfare housing. The seminar will extend credit to the twelve major characters and a stage manager. Class meetings will be held twice daily, Monday through Friday, but the entire cast need not be present for each seminar. Grades will be based on performance, creative particiapation in rehearsal, and written work on the text and the issues it raises. Successful audition is pre– requisite for admission to the course.

Method of Instruction: Workshop

Limit on Enrollment: 13

TH 84.6 Workshop in Ensemble Theatre Techniques

Mr. Sprigg

The student will be given an intensive exposure to vocal, physical, and psychophysical exercises designed to improve his/her skills as a performer in both traditional theatre and the more physicalized kinds of ensemble theatre. The class will meet four hours per day Monday through Friday and will be extremely physically demanding. A considerable amount of commitment to acting as a serious and rigorous discipline is expected from the students. Major objectives: 1. To expand the range of the student's physical and vocal capabilities. 2. To expand the range of the student's mental and emotonal responsiveness. 3. To provide the experience of creating non-scripted theatrical activities by feeding personal creativity into a group effort. 4. To expose the student to the disciplines of Yoga, T'ai Chi Ch'uan, and gymnastics as aids to performance technique.

Method of Instruction: Workshop in physical, vocal, and psychophysical exercises

Limit on Enrollment: 14

Prerequisites: Limited to theatre majors or those with considerable previous experience.

eugenics lecture

class struggle distorts science

By STAN FIELDS

Science and technology are controlled by the class of people in power. To preserve their power, these people will increase the public dissemination of selective scientific ideas when class struggle intensifies. This is the model Professor Garland Allen presented to his audience at the Sigma Xi lecture .

Speaking on "Eugenics, Genetics and Class Struggle," the Washington University professor claimed that the eugenics movement was used in attempts to disrupt militant labor unions in America and to legitimize Mazi racial superiority theories in Bermany. According to Allen, the current theory of William Shockley and Arthur Menson that blacks are genetically inferior to whites is part of this same tradition.

Biological Determinism

Eugenics is the attempt to improve the human condition by selective breeding. Those considered to have favorable genetic traits are encouraged to breed while those with traits considered undesirable are prevented from breeding.

Eugenics is based on the theory of biological determinism, Allen said. He explained this theory as the belief that the origin of social problems resides in a biological cause affecting certain portions of the population. For eugenicists, this cause would be a hereditary factor.

Allen cited several examples of this theory, which he said has been used to explain such problems as poverty, alcoholism, criminality and failure in school. The XYY syndrome in human males is considered by some to produce a greater tendency toward criminality and aggression. The failure of the Headstart program has been similarly attributed to the inherent inferiority of the black child.

Conditions like blood groups are easily diagnosible by clinical testing and can be shown to be genetically controlled. But eugenicists, Allen said, sought genetic causes for such broad behavorial patterns as intelligence, friendliness and aggressiveness.

Black vs. White

To justify his model for eugenics, Allen presented his view of the history of this movement. Its predecessor in the early nineteenth century, he said, was the attempt to demonstrate that blacks and whites were not members of the same species.

When it became clear that the white race was not part of a higher species than that of the black, a new controversy arose, Allen said. This debate centered on whether or not the black and white subpopulations were biologically equal.

The assumption was that whites are evolutionally superior to blacks, Allen said. But how could this be demonstrated biologically?

Allen presented the following logic used by these determinists. A hierarchy exists with whites at the top and blacks at the bottom, and a spectrum of colors in between. The reason the hierarchy exists is that some species are more evolutionarily advanced than others. The degree of advancement must by correlated with differences in physical attributes among the races of man.

Anthropometry

So began anthropometry, Allen said. Incredible instruments were designed to measure every conceivable physical characteristic in an effort to confirm the existing hierarchy.

Since whites have a facial angle angle of about 90 degrees, the acuteness of this angle must correspond with how primitive a race or species is, reasoned anthropometrists. So they set about to measure this angle in everyone they could.

The facial angle theory did not work, Allen said, but anthropometrists were undaunted. They used the gradation of ear types from orangutan to chimpanzee to human to classify people as to their degree of advancement. "When it turned out that English lords had chimpanzee ear types, it was realized that this method was not the one with which to measure biological hierarchy," Allen said.

Cranial capacity became the next attribute to be considered . But now, Allen said, it was women who were the brunt of the investigations and shown to be inferior. The reason for the switch, Allen claimed, was that women were being considered for suffrage, a move which would upset the power structure. But a problem arose when a criterion relating cranial volume to extent of jaw protusion not only proved men superior to women, but alligators most superior of all.

Eugenics in America

With the rediscovery of Mendel in 1900, Allen said, eugenicists had a workable scientific concept for the application of heredity to the improvement of the human race.

Charles Davenport, one of the leaders of the movement, tried to discover patterns of inheritance in humans. His theory of one gene — one adult character, Allen said, explained feeble-mindedness, alcoholism, seafaringness, prostitution and other behavorial traits as each being determined by a different pair of dominant and recessive genes.

Allen chose the Stanford-Binet IQ test as another case of those in power attempting to justify the existing hierarchy. He described sets of two pictures shown to children, who are asked to select which of each pair is prettier. Correct responses are well-groomed persons who are white, Anglo-Saxon in appearance. Incorrect responses are ethnic appearing people, poorly groomed and with broad nose, broad lips and wide jaws. This test, designed decades ago, is the most frequently used one today, Allen said.

The Wechsler test, given adults, was administered to incoming immigrants. Allen said that over 80% of some immigrant groups were judged imbecilic on the basis of these measurements. He claimed the questions depended only on experience and not innate ability. Immigrants who had been in America for 20 years scored highly. Rather than believe the experience of living in America had resulted in higher scores, Allen said eugenicists came to "the astonishing conclusion that the quality of immigrants has declined in the past 20 years."

According to Allen, the crowning achievement of the eugenics movement was the Congressional passage of the Immigration Restriction Law in 1924. Allen said the biological argument that immigrants bring inferior intelligence genes into the country had persuaded Congress.

Though geneticists knew the eugenic theories were incorrect, Alen said, the public believed biologists felt the eugenic point of view was valid. The reason the discrepancy existed is one of Allen's main tenets—the increased public dissemination of eugenic ideas during a time of intensifying class struggle.

The eugenics movement followed "the most active, militant union organizing in American history," Allen claimed. "It was the old, old technique of divide and conquer" by pitting Italian against Irish, Black against White and Jew against non-Jew, he said. The movement built suspicion among the labor class, splitting their ranks and restricting their numbers, Allen added.

"The money and support for these movements came from the wealthiest sectors of the United States ruling class," Allen said. The view of science was determined not by scientists but by those who controlled the means of production.

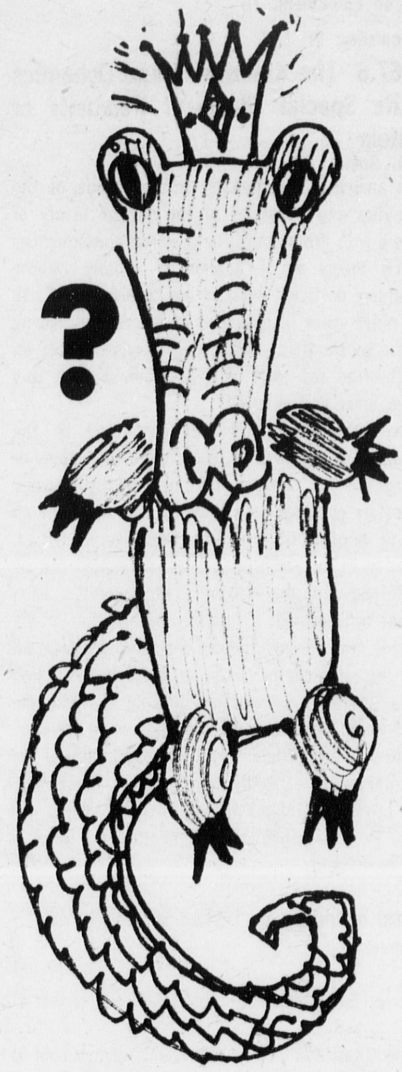
The Controversy Today

Allen presented the Shockley and Jenson theory of the inherent inferiority of blacks as part of the same tradition. It represents the kind of idea which posits that individuals and not society are the cause of their problems, Allen said, implying that society will not attempt to remedy problems considered inherent in some of its members. He said such ideas retard social progress. Putting limitations on humans is a weapon of the ruling class to divide the working class.

Though Allen admitted geneticists are more willing today to make public statements against Shockley and Jenson, he said the scientific community is in fragments and cannot respond as a whole to anything. He said this community has "a naive view of its own position," and attaches a stigma to dealing with a press considered sensationalist.

Calling Shockley "senile" and saying Jenson "never speaks in public," Allen claimed the mass media used the two to further the interests of the ruling class. Shockley was on four major network television programs in one year. Allen said prominent geneticists were not invited to debate him, but rather on one program they invited "a poor character they got from the sociology department of Columbia."

Programs were deliberately designed to be in Shockley's favor, Allen said. "The person he was debating against was set up." According to Allen, the mass media uses the principle that if anything is repeated enough, people will believe it.



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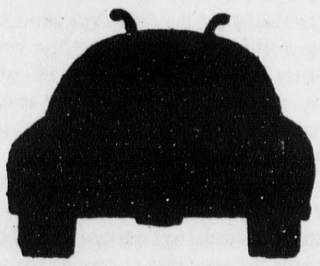

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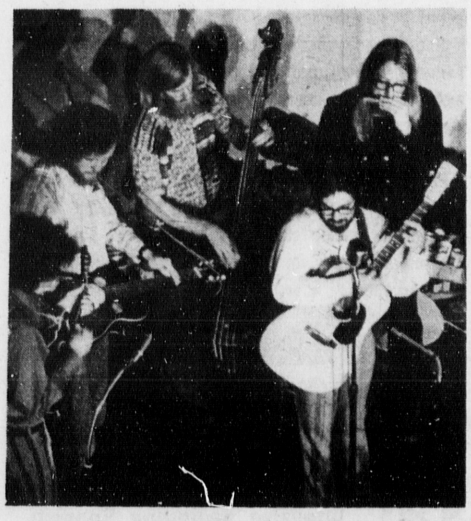


Are you ready for one more campus organization? The Organization of Middlebury Musicians is the newest.

Its purposes are to promote the development of non-classical music at Middlebury, and to establish a broader, more cooperative community of non-classical musicians. The organization is informal and its description is intentionally vague. Sharper definition may come each time it acts on some particular problem—the needs of the membership will define the organization.

The organization will be involved in the second annual Middlebury bluegrass festival this spring. During Winter Term they say they hope to set up group lessons in jazz and folk guitar, among others.

O.M.M. may also arrange workshops with visiting musicians—like the Woody Herman seminars a few years ago in which artists gave workshop sessions in the afternoons and concerts at night.

The feasibility of that arrangement will depend on members' interest and masters' willingness. Once the O.M. M. gets rolling it may set up weekly jam sessions or performances in Johnson or the Gamut Room, and try to obtain tickets for Burlington concerts at group rates.

A directory of O.M.M.'s members will be published so that members can find others to play with. For example, closet guitarist W. C. Hero might get a call from stairwell singer L. O'Lowlands: "Hero, can you play Sisotowbell Lane?" Or a ten-piece rock band existing largely in the minds of two or three musicians might pick up another two or three. An informal referral—function number one.

O.M.M. is also working to improve the practice in the S.D.U.'s: a piano is inching its way down to the grotto; the rooms windows are going to be barred to protect the equipment; the floor will be carpeted and the walls sound-insulated with empty

eq's economics lecture

do the numbers taste different?

By WENDY FLEMING
and MARTY PEALE

An economist thinks "naturally." The perspective is refreshing. The economist is Dr. E.F. Schumacher, author of **Small Is Beautiful**.

According to Schumacher, to think "naturally" is to consider imaginatively, rather than to drift with traditional and conventional perspectives. It is to think "intelligently".

Schumacher has adopted this new approach because he sees a demand for change from the traditional and conventional. He speaks of a party which began 200 years ago and which only began to "swing" thirty years ago. It was a party hosted by cheap and plentiful fossil fuels at the expense of the producers of the world who have harvested the natural resources. They have provided for the needs of the processors, whose cities have grown, unlimited, into the countryside and whose technology has eaten into the resources which have supported them.

But within the past decade, the cramped and pressured producers have come to recognize their importance and have asserted their power. And, Schumacher says, because men find a shift in "power relativity" difficult to deal with, they "have striven to maintain the relativities." In this desperate race, we have arrived at a point where we perceive " a ceiling which is the limit to the physical growth of the economy". As guests at the party, we have overstayed our welcome; the party is ending, and it is time to adapt our thoughts and actions accordingly.

This frenzied growth has been directed by a rationality. But it is a rationality which is no longer appropriate to the present situation. The purpose and ends of partying are not the long term ends of living, nor are they the ends of living well (which may, nevertheless incorporate partying.) We must assess our ends, and accordingly our thoughts and actions. And this must mean much more than simply ending our life style; we must adopt a new system. Schumacher summarizes the problem neatly:

1. We have allowed technology and systems and organizations to become too big. They have grown outside of human scale."

2. Things have achieved a "monstrous complexity." We have grown "away from a real human concern to absurdities."

3. "In order to do anything, one must begin with a great deal of capital; one has to be already rich and powerful."

4. "We have evolved an exceedingly violent economy, complete with herbicides, insecticides, homicides..."

Schumacher urges that we learn to work with the microbes we have to date, tried to eradicate for "they are not as difficult to manage as the atoms." "First of all, let us be sure we do no harm."

We live in this world of machinery, and the technician declares that it is marvelous. From his point of view, it is; we are achieving the ends he aims for. But the human being asks, "How much does it cost?" this development is costing him his humanity.

This Schumacher labels "negative development," for " a system which provides gaps for the individual to fit into" is a system out of balance, if the end we desire holds any concern for the individual.

Today the minds of technicians are applied to the improvement of the machinery of technology, and the accepted end is greater size, greater complexity, greater cost, and a destructive struggle; it is an increasing abstraction from human concerns.

Schumacher calls for change. He does not deny technology; he denies its superlative bigness. He urges imaginative minds to create machinery for the small people, so they may have a chance to work productively in this producing world. We must work to establish a system of smaller units and interdependent loops of exchange. These will be comprehensible to the individual. "How far can you count so that every number has a different taste?" he asks.

How can we effect this revolutionary change? Schumacher cautions that to try to change others' values is manipulative and he directs our attention to ourselves. We must begin by understanding the situation. When we have "ceased to be intellectual drifters" and have "clarified our own thinking;" when we have "defined what we really care about," then we can act to support others who are already active. He adds: "And if the things which need to be done are not being done, then we must do them; and everyone can do something, others will gain courage from our example."

Schumacher is a man with a reputation of having a grasp of today's reality. His optimism is encouraging. But the optimism exists in his mind, and the encouragement is in mine. At both ends the thought cries to be transformed into action. H has begun by stating the problem in comprehensible terms. It remains for us to change. He does not hesitate to admit that "some people do not like to change. I cannot reconcile that situation." It remains for each of us to

small is beautiful

By CAROL HUBREGSEN

An audience of over 150 students, teachers, and local residents packed into the Munroe Faculty Lounge Friday night to hear renowned economist Dr. E.F. Schumacher speak. Author of **Small Is Beautiful**, Dr. Schumacher discussed the problems of today's economy and methods of improvement.

The speech opened on a humorous note with Dr. Schumacher describing the inadequacy he imagined two cows must feel at the sight of all the processing equipment dairies use. "This is the tenor of our situation." he explained, "those who produce are made to feel inadequate." The oil producing countries, he continued, are finally awakening to their power. This was one of Dr. Schumacher's major points.

Things have changed drastically in the last fifty years and oil consumption figures are one of the best illustrations of this change. Fifty years ago, the world's oil consumption was only 5% of what it is now. Seventy per cent of that oil came from the United States and two-thirds of that was also consumed here. Only one-third crossed the oceans, an amount that constitutes less than the current oil spillage. In an amazingly short time period, "an enormous imbalance has been created." Oil is "only the tip of an iceberg," however, this same situation is applicable to many other natural resources, phosphates being another crucial scarcity. These chemicals have become fundamental to agriculture.

This whole system cannot survive, says Dr. Schumacher. There cannot be infinte growth in a finite environment. Not only is the world experiencing an environmental crisis, but there are dangerous socio-politic repercussions. Last year England had 1500 homicides. The United States had 23,000, a figure that cannot account for the difference in size of the two countries. Schumacher interprets this phenomena as "human revolt against the system."

What has gone wrong? This is the most basic question with which Schumacher deals. He has four answers. First, he claims we have allowed technology to become too big, creating systems which are "outside the human sphere" People get caught in bureaucracy and mass production. Number two is that these systems have become too complex.

Thirdly, everything is too "capital costly." To stand on your own feet you must be rich and powerful.

As a result, said Dr. Schumacher, too many people have become just gap-fillers in the system, pushing a button here, pulling a lever there. The fourth thing that has gone wrong is that technology has become too violent.

"Too big, too complex, too capitalcostly, too violent," said Dr. Schumacher. When we recognize these problems then we can develop small, non-complex, non-costly, and non-violent alternatives. "Small is possible——I can write this book," said Dr. Schumacher, "Man is intelligent enough to turn the direction of technology.

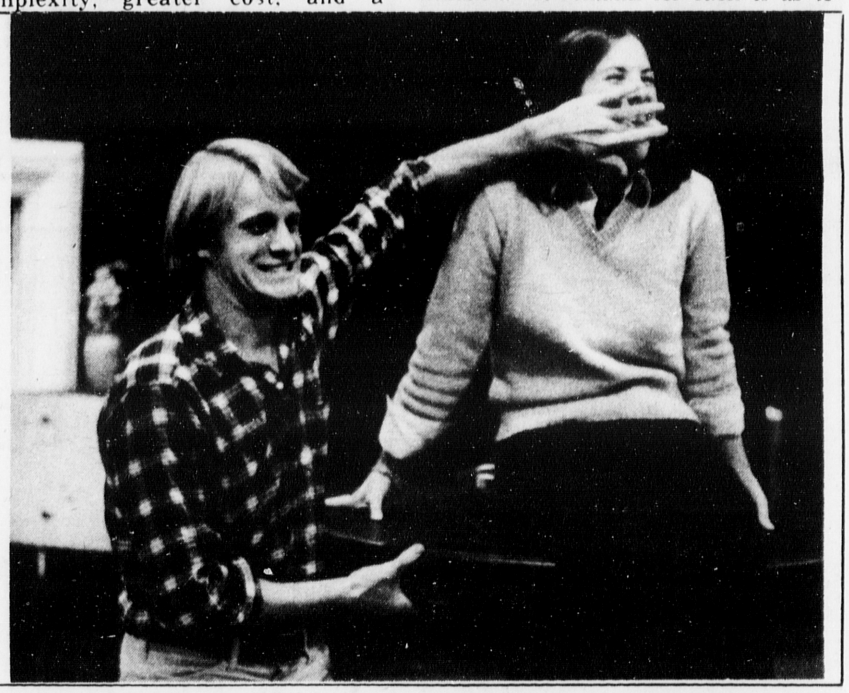
comedy

BLACK COMEDY, a farce by English playwright Peter Schaefer, will open in the Hepbern Zoo Theater at 8:00 on the ninth of November. Directed by Mark Effinger (BOYS IN THE BAND, last year), the play revolves around a blown fuse in the apartment of the hapless sculptor Brindsley.

The play collects in this apartment a bizarre bunch of characters, all groping (but not aimlessly) about in the dark--all humorously revealed under the stage light. The photo at right shows Brindsley (Stu McIntosh) being either chastised or eaten by his ex-lover, Clea (Ebie Magnus).

Slapstick comedy has been somewhat ignored at the Zoo, with students tending towards more sober or somber or somnulent forms. The intimate atmosphere of the Zoo will be happily conducive to the gags, and Mark is emphasizing this rapport with an open style of directorial presentation.

Ticket information can only be obtained at the Wright Theater Box Office.



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mind control talk broken by debate

By KURT UHLMAN

For several tense minutes during Silva Mind Control's introductory lecture at Middlebury, discussion devolved into heated debate. Professor Michael Woodruff (Psychology) attacked a contention of Mind Control's Bill Stevens and the spell of the otherwordly lecture was temporarily broken.

The debate question centered on a relative technicality: Do brain waves stay in the Alpha/Theta range during sleep, or do they wander back into the Beta range? Woodruff claimed the latter, and after a long battle over research sources, both agreed that brain waves do go into the Beta range, but they are usually in the lower regions.

After the lecture, Woodruff said he did not think the whole thing was a hoax, but he did think Stevens was twisting' scientific studies to back up his claims.

Woodruff added, "If the program is good, as I believe it might be, it can definitely stand on its own merit without contorting someone else's findings to back it up."

Stevens said, "Silva Mind Control is not some eerie, mystical practise delving into the forbidden unknown. It is the process of utilizing the Alpha and Theta waves of the mind for more effective communication." This more effective communication, he said, is on the Subconscious level and is labeled ESP for Effective Sensory Projection (rather than its common usage: Extra Sensory Perception).

The Alpha and Theta region is the one that the mind enters during sleep and deep relaxation. As opposed to the Beta region, which registers the physical world through the five senses, the Alpha/Theta region is characterized by slower brain waves produced by the inner conscious levels. By tapping this inner consciousness, people are able to look at things from a perspective other than that afforded by their five senses. Stevens said these new insights can be used for problem-solving and better understanding of oneself.

Outlining the course, Stevens said the 48-hour program is divided up into four 12-hour classes offered on consecutive weekends. However, he stressed there is no limit to the amount of time which can pass between classes as long as the classes are taken in sequence.

The four classes are entitled controlled relaxation; general self-improvement; effective sensory projection; and applied ESP. The first class, much like Transcendental Meditation, teaches the elimination of stress from both mind and body. Through more complete relaxation, the individual gains increased efficiency, concentration, and learning capacities. In the second course, the student learns to apply these improved processes. He learns to develop a better memory, improve exam performance, and control habits and pain.

The third and fourth classes deal with the final goal of the course -- the use of the subconscious mind as a means of communication. The student learns mental projection into inanimate objects, plants, and animals and learns the principles of ESP. During the final class, he uses his knowledge for problem-solving in all areas of life, and learns to communicate non-verbally with others.

Some of the claims of the course are not modest. It promises no more headaches, programmed sleep and awakening times, and a memory so good it recalls names heard only once for over two years. The claims of several Silva graduates are even more incredible. When spoken to personally after the lecture, one said he can now drive from Middlebury to Burlington without hitting a redlight and always find a parking space. When faced with skeptical looks, he simply said, "Try it yourself." Stevens reported one student uses the method for birth control. "So far," he said, "she's doing great!"

Whether scientific fact is twisted or not, the graduates of the course sid they were extremely satisfied. Also, unlike other mind control courses, the Silva program has an unconditional money-back guarantee. Tuition is $100 for students and $175 for non-students. Graduates are allowed to repeat the course any time with no further charges. As Stevens said afterwards, "I know the course is good, and so do the graduates. I think that if that guy (Professor Woodruff) came to one of our sessions, he'd be convinced too."

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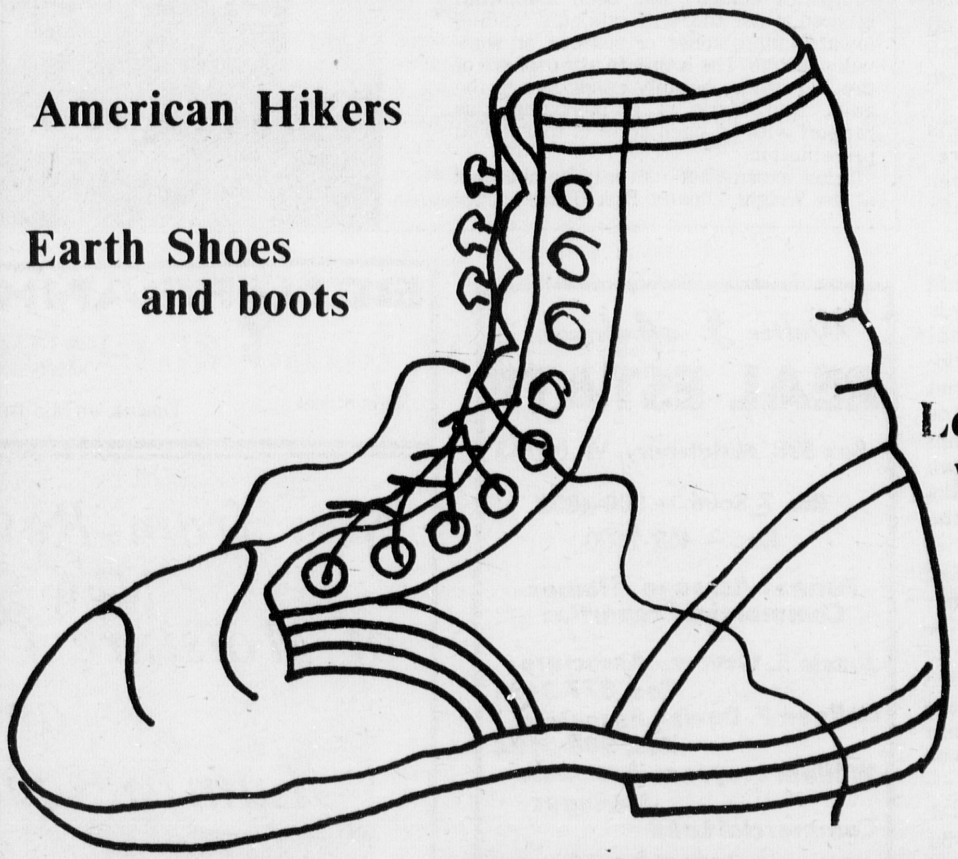
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(a little) better than a bunt

continued from p. 19

mercials and talk about how stupid they are and how they insult our intelligence. But the commercials during the play-off games and series games had another effect; no matter how serious you were about the games the commercials made you feel that somehow it was all pretty ridiculous stuff and that you really should be reading Hegel.

I for one felt awfully foolish when none other than Jack Jones, cutting quite a figure in his tux, came on the screen three or four times a game to sing from his heart right to me about the "beautiful New Yorker/It's the talk of the town!" Even in a tux, anybody who can sing a line like: "torsion quiet ride/Comfort right inside" withoutlaughing hysterically should be avoided like the plague. The other MVC (Most Valuable Commercial) award has to go to Ricardo Montolban, who during ten post season games rolled the expression "the new... Corrrrdoba" round his mouth like a piece of hard candy and made the car's "reech Corrreentheein layther" sound as though only adults should be allowed to sit on it.

The effect of all the close-ups and instant replays, color commentaries and commercials was to make me feel farther away from the game than I was tobegin with. Looking back on it, Idon't know if I could have watched the games at all if some good friends hadn't been watching with me. You need an involved, partisan crowd around you to really appreciate a good baseball game, people who cheer andargue and boo or become deathly silent when Lynn collapses in an unmoving heap at the bottom of the centerfield wall. The announcers are never involved with the game the way even a former Yankee, now BoSox, fan (like me) is, and it isn't hard to pickup that detached feeling through that impersonal one-eyed talking picture machine.

So at the end of all that energy and excitement that no amount of television's fancy nonsense could ruin completely, we were taken into the jubilant Red's locker room. More nonsense there, naturally, from the owner and Kuhn and the businessmen who lurk around in the shadow of sports ("Yes, Tony, my money was a big factor in today's game."); but no matter how much you wished Rose, Morgan, Armbrister and the rest had been made to look like second-rate little leaguers, their high was understandable.

So thank you, television, for bringing us the pictures. Next time the sound'll be off, andcommercials are always a good time to hit the john.

letters.....

continued from p. 5

it must be remembered that power and responsibility do not always go hand in hand.

Michael March
Former Editor

glitter frat

To the Editor:

Come, come now Catherine Childs. Don't misquote Ken Tipper so grievously, please. The membership of KDR is not composed of theatre people — glitter people, maybe.

Members
KDR

To the Editor:

Let me please make it clear to all concerned that I never referred to (and never intend to refer to) the "KDR group" as theatre people. Although there is indeed a great deal of highly entertaining theatre that takes place at KDR, I would neven place the title of "theatre people" upon those participating.

A. Kendal Tipper

frat spat

To the Editor:

O'Brien's handling of the "fraternity question" has long been characterized by an inaccurate, misinformed, arrogant misperception of the social function the fraternities have exercised within the college.

Take for example the enthusiastic response of the fraternities to the Blood Drive (particularly SLUG). Dean O'Brien's chief allegation against the fraternities appears to rest on the slim foundation that the fraternity system of selectivity has defeated the "social-intellectual mix" of the college.

No one would deny that the fraternities encourage people with common interests to congregate. This cohesion would seem to be an essentially desirable facet of a well-integrated community. The fact is that the fraternities cannot be separated from the community as a whole. As fraternity mambers we continue our roles within the college. The groups that form within the fraternities cannot be condemned as cliques because the fraternities are composed of students from every branch of the college.

The necessity of sharing the same facilities engenders a high level of interaction and interdependence. This in turn gives birth to the establishment of long and lasting friendships. The bond that exists is not exclusive. The essence of the fraternity rests in the open interaction extended to all.

Through the virtue of our facilities the fraternities are in a position to enable people to meet, talk, party, etc.... Our social function is necessarily exercised within the community as a whole. We seek your acquaintance and participation.

Don Johnston
KDR

Editor's note: In fairness to Dean O'Brien, the comments attributed to him in the article you address were made more than two years ago.

bizarre picture

To the Editor:

Your "bizarre little picture" appears to be the tail and foot of the Homecoming Panther whose construction was so ably directed by Laurel (Elbee) Berner. Right?

Karl Miran

Editor's note: Close, but no interview. It was the papier mache panther's front paws.

no excuses.....

continued from p. 19

used to playing on. We couldn't afford to make the mistakes we might normally get away with, but they were mad and amounted in the end to our loss.

It is difficult to say that loss was good for us but in the long run it will give the team the kick we have needed to put everything together and meet the challenge against U.V.M. again this week and in the Northeastern Tournament, where we will face many good teams. We lost the game, we broke the long-standing winning streak and there is no denying it. Now there is all the more reason to put all out, to play the top quality of hockey we are capable of playing.

There cannot be a greater feeling of disappointment than that of failure, particularly when it marks the end of such a long-standing tadition. After so many victorious games, regardless of how poor many of the matches may have been, it is hard to accept a defeat.

Pride and a tremendous sense of personal accomplishment are suddenly knocked down and we are faced with the harsh realization that our glory ride has come to an end. The team has wanted to play challenging matches and good hockey, even if it might mean the end of our undefeated record. So we got what we said we wanted, and we are ready to fight back.

The shock is over, the new is out and those many that felt we were cocky and overconfident must certainly be staisfied. The pressure is off. We played a good game, we should have played better, but we lost it—fair and square.

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some days you just can't win; take saturday...

midd dumped in mud

By JIM O'CONNELL

Behind an impressive fourth period rally, the Trinity Bantams edged the Middlebury Panthers 21-20 last Saturday. In demoralizing fashion Middlebury had an excellent opponent under wraps but the Bantams slipped through the Panther's fingers to pull it out in the end.

The game started out as a fumbling showcase with the sloppy conditions resulting in numerous errors. Following one such Trinity miscue caused by Will Graham's tackle and Duane Ford's recovery, Middlebury drove 70 yards for a score. The march was sparked by receptions by Roy Heffernan and Bill O'Hare. Heffernan squirmed through the Bantams' line for the final two yards behind Dave La Pann and Steve Bouchard. Trinity had good field position but the defense was tough with Greg Farrell, Todd Wadsworth, and others looking strong. Jack Leary saw that Trinity was run-conscious and he utilized the passing lanes to move to the 20 before the drive stalled. One a rare rush with more than just the interior linemen charging Wadsworth sacked the quarterback and Kevin Ray capped off the half with an interception.

Dave Parsons scooped up a poor kick to start the half and again the teams played mudball for a few minutes. A quick kick eventually gave Middlebury good field position where another pass to O'Hare got them rolling. John Dobek got a first down but there a holding penalty appeared to kill the drive. Leary and Heffernan had other plans as they collaborated on a beautiful forty yard touchdown pass. Trinity struck right back, led by their excellent quarterback Rose, and scored quickly to tighten things up.

Middlebury again set out on a good march with Dobek, Leary, Paul Turner, and O'Hare all getting important first downs. On a third down play Bruce Collamore picked up his first colligiate touchdown on a four yard scoring toss. But the conversion attempt went awry. This later turned out to be crucial. Jack Leary was mixing plays well as his Trinity counterpart was relying on passing. Will Graham decked the QB but the Bantams' surge continued toward the goal line. Following a pass interference call, Trinity easily scored from the one to make it 20-14, Midd still on top.

The Panthers could do nothing with the ball and Trinity started out with a bang, or more precisely a pass to the Midd 35. A few plays later behind superb protection their quarterback threw another damaging touchdown to go on top 21-20. With three minutes remaining Middlebury fought back immediately with Dobek returning the kick to the 40. Paul Turner went to the Trinity 38 with Roy Heffernan's block clearing the way. There a stinging pass interference call ended the drive and left the Middlebury players with nothing but muddy uniforms to show for their great efforts.

Middlebury played an excellent fifty minute game — from the time they fumbled deep in their own territory and emerged unscathed until Collamore's touchdown. However, Trinity scored fourteen points in the last ten minutes and wiped out Middlebury's hard earned advantages in yardage and ultimately in scoring. The demoralizing aspect of the game can scarcely be overemphasized, and the scrappy Norwich Cadets will provide no breather this coming weekend.

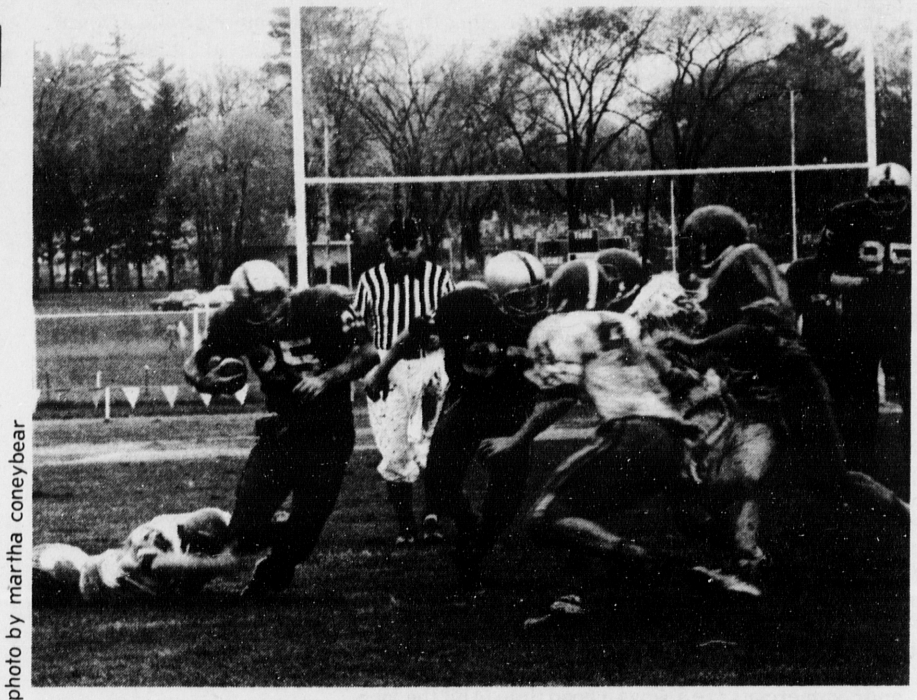
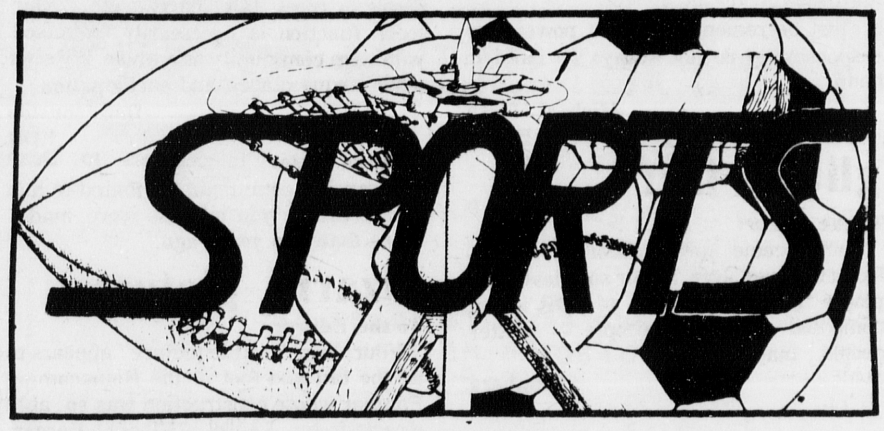


photo by martha coneybear

Roy Heffernan (25) mudding it during the Parent's Weekend game. For three straight Saturdays the Panthers have had to play under more than sloppy conditions.



booters bow to tough uvm

By J.R. TURNEY

Wednesday October 22 the Middlebury booters journeyed north to battle the nationally ranked Catamounts. The UVM team had just vaulted into 20th place and, although Midd had an 8-1-2 series edge, the vastly improved UVM program promised a great game.

UVM opened quickly with great offensive pressure and set what proved to be the dominant pattern of play. Midd managed to fight back just before the end of the half but UVM held the statistical edge.

As the game wore on, Midd wore out. The new NCAA ruling that allows only 18 players in a travelling squad heavily influenced the game. As one Midd stalwart put it, "Middlebury looks like they're a man down." Indeed the Panthers did seem to be unable to make the rapid transition from defense to offense. When substitutions were made, UVM would come in with 5 or 6 rested players while Midd would only manage to sub 1 or 2 men.

The only goal of the game came when UVM's Tim Beal took a ball that had bounced off Midd fullback Kevin Hundley and so scored the point that won the game. A last ditch Midd attempt came with only 30 seconds left in the last half when Rich Stone and Joe Robitaille flipped positions. Joe hit a direct kick 50 yards that Stony put a head on, but UVM goalie Jim Taft latched on to the deflection for his fourth shutout and the Cats' eleventh win in a row.

Bob Harris kicking the ball past a man with no hair. photo by peter culman

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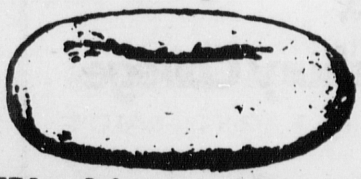
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tv covers the series: (a little) better than a bunt

By TOM MEAGHER

It's the bottom of the ninth, one out, seventh and deciding game of the '75 World Series. Unbelievably, the Sox are on the verge of losing it all. Box Montgomery comes out of the dugout to hit for Denny Doyle, and suddenly into the tensed, desperate atmosphere of the room in which I'm watching the game come the words of Curt Gowdy. With every Sox fan in the country froze at the edge of his seat and gnawing on that empty bottle of beer finished two innings ago, Gowdy says: "You know, Tony Kubeck, Bob Montgomery is a licensed pilot who's been flying for six years ever since the day when..."

Peter, Timmy and I are momentarily stunned by this valuable bit of information Gowdy has just revealed to us with as much enthusiasm as if he were giving us an hour's play-by-play on the growth of a stone. By the time we've finished trying to scream through the television what Gowdy might do with the microphone Montgomery has grounded out.

You should know by now that it was a great Series, one of the best in history. But I wonder how many of you who watched the games curtesy of N.B.C. were aware how much "television" you had to wade through in order to get at the games themselves. Slow motion instant replay is nice, scoreboard cameras and hand-held cameras are great also, but as I watched the three play-off games and then the seven games of the Series I became progressively more annoyed with television's habit of getting in the way of the events it is broadcasting.

Take the announcer. As a result of the play-off games I learned how Maury Wills stole so many bases when he was an active player. No first baseman in either league could possibly stay awake if Wills said to him more than two of his semi-coherent patented sentences.

Having already either put the catcher to sleep or at least left him hopelessly baffled behind the plate, Wills could take second whenever he wanted. His five-minute analysis of the subtler aspects of the phrase "off at the crack of the bat" could be used as a handy sobriety test: anyone who can understand what Wills said about this phrase is certainly blitzed beyond the reach of human communication.

Garagiola and Kubecf were alright, but if Gowdy wasn't talking about this dynasty or that dynasty or this dynasty's lack of that dynasty's dynastic qualities he was talking about how some player wears his shoes on his forehead or how some player fills his glove with fruit jello before games on Thursday. Important stuff like that.

Or take the commercials. Now I know everyone's supposed to be down on com-

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women's tennis breezes through 8-1 season

By JOHN MACKENNA

Since losing to Williams on October 1, the women's tennis team has gone undefeated. With the exception of a close match against UVM in Burlington, all the vitories have come easily.

On October 3, the Panthers travelled to Union College where they smashed out a 7-0 sweep. Of the six singles matches, only Sara McNealus was taken to three sets, winning 4-6, 6-4, 6-3. Other singles winners were Sylvia Lyche, Sally Lent, Christine Claggett, Marion Taylor and Sue Pevear. Sophomore Sally Lent, playing number three, swept 6-0, 6-0.

The first doubles team of Delle Moore and Lisa Madeira, whose long winning streak was snapped two days earlier, returned to form with a 6-1, 6-1 victory.

In their third match of the wek, the women hosted and defeated Skidmore College, 5-2. Number one Sara McNealus lost to a tough opponent in three sets, but the Panthers took the other four singles matches. Number four Christie Claggett won in three sets, while Sylvia Lyche, Sarah Lincoln and Sally Lent, who enjoyed her second consecutive 6-0, 6-0 victory, each won in two.

The doubles teams split with freshmen Elibet Moore and Marion Taylor winning decisively, 6-2, 6-3.

The Panthers did not seem bothered by their busy schedule, four matches in nine days, as they swept Colby-Sawyer College 7-0. Following her impressive performance in the last two matches, Sally Lent was moved to number one where she won in two sets, 6-4, 6-2. No Panthers were forced to three sets in the obvious mismatch. Both number two Sara McNealus and number five Betsy Miller won 6-1, 6-0. Also victorious were number Marion Taylor, in a rare single appearance, and number four Sarah Lincoln.

The double teams of Lisa Madeira-Delle Moore and Elibet Moore-Robin Wigley took identical 6-3, 6-4 victories. Robin replaced Marion Taylor on the second team which continued undefeated.

Victory did not come as easily as uaual when the girls beat UVM 4-3 a wek later. The Panthers were taken by surprise by a team they had beaten 5-2 only three weeks earluer. All the victories came in singles. Sally Lent, playing number one again, won a tough match 4-6, 6-4, 6-4. Number 2 Sara McNealus and number 4 Christine Claggett both won two set victories, while Sarah Lincoln won in three when her opponent had to dafault with an injury. The match was exciting, the first sets were split 6-2, 0-6 and Sarah was leading 2-0 when her opponent was injured. A Vermont win would have given them the team victory. Both doubles teams lost three set matches.

The women had an easy 7-1 victory over Keene State College in their last match of the regular season. No matches went to three sets and each of the singles victors enjoyed a love set. Number one Sally Lent and number three Sylvia Lyche had matching 6-1, 6-0 victories. Christine Claggett, Sue Pevear and Sarah Lincoln all destroyed their opponents, losing only seven games between them. Both doubles teams were victorious, the freshman team of Marion Taylor and Elibet Moore completing a successful season with a 6-1,6-0 victory.

The team had a tremendously successful season, finishing 8-1. Singles player Sarah Lincoln was undefeated in five matches. The team is now practicing informally in preparation for the New Englands, October 31 and November 1..

The team's future looks golden with only Lisa Madeira graduating. The number one spot was filled by three different players this fall. Two, Sara McNealus and Sylvia Lyche, are freshmen; the other, Sally Lent, is a sophomore.

2 wins and 1 loss

field hockey season draws to a close

By JOYCE STEIJN

In the first game of the week, the Panthers beat Green Mountain on a soaking wet field, 4-0. The game was termed "ridiculous" by team members, who spoke of splashing through puddles, skidding down the field, and comparing mud-covered uniforms with their opponents. Edie MacAusland, Betsy Baetjer, Ellen Fisher and Jennifer Cogswell scored.

Wednesday in a close competitive game, "B" team extended their undefeated streak with a 1-0 win. Johnson was aggressive, according to players, and the defense made circle tough. The Panthers felt the competition led to good hockey on both sides. Beth Warfield, left inner, scored the lone goal in the first half.

Friday afternoon, "A" team whipped Vermont College on its own field 6-0. Edie MacAusland, right inner, scored for Middlebury to make the halftime score 1-0. The first half looked meager compared to the last thirty minutes, in which five goals were scored. Katie Manning, at left inner, put in the first period, followed by Edie MacAusland again.

Saturday, in a game which had been twice postponed, UVM beat the Panthers 3-1. This was the team's first loss in four years. UVM scored the first two goals. Ellen Fisher scored for Middlebury, and the score remained 2-1 at the half. UVM put in another during the second half, making the final 3-1.

The game was played on a soccer field, of regulation size but wider than most of the fields Middlebury has been playing on. This meant more running and adjustments in spacing for the players. Deb Parton was injured in the first half. She finished the half, but was replaced in the second. Much of the second half was played in UVM's end, and the Panthers made numerous shots. UVM's goalie, Pam Titus, was impregnable, however. and Panther forwards were further frustrated by a circle crowded by the presence of UVM forwards. UVM came up with a line-up different from and, some players felt, better than the line-ups for the two cancelled games.

Reactions to the loss were varied and intense. The team overall has a healthy attitude towards it, and looks forward to their second game against UVM on Wednesday. Players spoke of several elements which made the game tough, including the field, the fact that the game was twice rescheduled (which led to some loss of morale) , the excellent play by the UVM goalie, and the presence of UVM forwards in the circle. They stressed, however, that they were "outplayed," and that UVM "won fair and square." They said that UVM was very up for the game, hustling and going after the ball, never letting down for a second, and taking advantage of any hesitations on the part of Middlebury. The team, said Jennifer Cogswell, wants to make no excuses for the loss, but is very psyched, and looking forward to Wednesday, when they play their second game against UVM on Battell Field at four o'clock. Ellen Fisher echoed this sentiment, saying with conviction, "We're gonna' beat 'em."

The rematch against UVM is the last game of the regular season for the Panthers. "B" team also ends their season Wednesday, playing at three o'clock. Middlebury will be playing November first and second in the North East College Field Hockey Tournament, which takes place in Kingston, Rhode Island, on University of Rhode Island fields. The Panthers will play two games on Saturday and one on Sunday. Last year Middlebury tied Yale, beat Bates and lost to Northeastern.

photo by laura ferguson

Edie MacAusland in action during Midd's win over Skidmore.

hockey: no excuses

By ELLEN FISHER

Last Saturday the women's varsity field hockey team lost its first game in 5 or 6 years to U.V.M. No excuses can be given. The U.V.M. girls came out on the field ready to beat the Midd. team whom they have lost to year after year, and ready to break Middlebury's 5-year winning streak. From the start, the U.V.M. women were psyched to play a good, hard game against us. Moving the ball quickly from stick to stick they were able to outsmart the Midd. team; scoring early on in the game and again before the end of the first half, before Middlebury was able to rally and score. Middlebury played up to their level of hockey and for much of the game we dominated the play, taking series of hard shot at the goal, but unable to get the shots by their goalie who was quick and aggressive and, all in all, she did a superb job of goal tending. U.V.M.'s victory can primarily be attributed to the fine skills of their goalie and yes, she did defeat us. The final score was 3-1. We were underdogs the whole game, not quite able to match the hgh-spirited and tremendous psych of the U.V.M. team when they held the lead. Middlebury probably had more well-angled shots on goal than have been made in any other game, but in this case they were not good enough. And we returned to campus, defeated and not quite ready to take the spontaneous reactions to our loss.

Everyone takes it for granted that the Women's Hockey Team is unbeatable, including some of the team members. How could we lose? Competition has been poor over the years, making us play down to our opponents' level of hockey, while still trouncing them, many time by a double figure score. Obviously, repeated games of this calibre do not give team members the incentive to work harder, developing their individual skills and team play, and without a challenge it is easy to slack off.

We were ready for a hard game of hockey against U.V.M. but we were not ready for the defeat. Two of our regular team members were missing and we were playing on a soccer field that was much wider and longer than the fields we are

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announcements

frontiers deadline

The deadline for submitting poetry or fiction (up to 3500 words) for publication is now November 14. That's about two weeks from now. Please put your name and box number on a separate piece of paper or on the envelope; it is then easier to judge the work on its own merits. If you would like to read at the Poetry Reading on Wednesday, November 19, at 4:15, a reading of original student poetry and fiction, please mark the works specifically for the reading and send them in by November 12. All work should be sent to Box C3410 as soon as possible.

wonnacott elected drew trustee

Dean of Students Erica Wonnacott has been elected to the Drew University Board of Trustees. Dean Wonnacott , who was named in 1966 as an exemplar of suburban woman by a national magazine, was elected to a four year term on the Drew Board of Trustees by her fellow alumni.

A 1948 graduate of Drew, Mrs. Wonnacott served her alma mater as associate dean of students for two years. She left the post in 1968 when she was appointed dean of women at Middlebury. Two years later she was named the first Dean of Students here.

Following her graduation from Drew, Dean Wonnacott pursued a career outside the home going on to obtain her master's degree in student personnel administration from Columbia University's Teachers College. She remained at Columbia as editorial assistant to the director of the School f or Psychoanalytic Training and Research and later became a part-time psychiatric case worker in New Canaan, Conn.

The Middlebury Dean lives with her husband, Bruce, and three daughters in Weybridge, Vt. where she spends her spare time as a 4-H leader and gardening.

thursday series

The Reverend David F. Gallagher, instructor of organ at Emmanuel College in Boston and director of music at St. Joseph's Churchin Lynn, Mass., will give an organ recital on the Thursday Series on November 6. This program by Father Gallagher, who is a member of the Stigmatine Fathers, will be composed of well-known works by Bach and Franck, as well as works from the American repertoire for organ by composers such as John Knowles Paine, James Hewitt, Francis Snow and Joseph Bonnet.

Father Gallagher's two main interests, theology and music, work closely together in his goal of making the communal act of worship ever more beautiful and significant for others. He holds two degrees in theology from the Pontifical Atheneum "Angelicum" in Rome, Italy, and completed his studies for Bachelor and Master of Music degrees at Boston University. He has played many recitals in Europe and the United States. Among some of his more important engage ments have been the Methuen Memorial Music Hall in Methuen, Massachusetts; the National Shrine of the Immaculate Conception and the National Cathedral, both in Washington, D.C.; the Cathedral of Mary Our Queen, Baltimore , Maryland; Temple Emanu-El and the Riverside Church in New York City.

This priest has achieved notable distinction in instituting and building church music programs on the parich level. He has as well addressed Chapters of the American Guild of Organists and the Choir Masters Guild on the problems of Sacred Music for the contemporary Church. His historically correct and tasteful performances of organ works have won him the praise of many critics.

This concert will be presented at 4:15 P.M. in Mead Chapel on the Middlebury College campus, and is free and open to the public.

campus input

In order to give the **Campus** constructive criticism and input on an informal basis, the editor and the Student Forum have established a Liason Committee. So far it consists of the editor-in-chief and other representatives of the **Campus**, along with five members of the Forum. But we don't want to limit the group to these organizations.

If you have an idea for the **Campus**, be it a tip or a gripe or a format , or policy suggestion, come to our weekly meeting Friday at 2:00 in the Crest Room. Or become a permanent member of the Committee and give your opinion every week. Your paper needs ideas.

Any questions, see Nancy Ryan, Leigh Sheilds, Bill Thickstun, Jim Sterngold, Jane Timmerman or Jay Heinrichs. Or call the **Campus**.

breakfast with trustees

Students who would like to meet and have breakfast with the members of Middlebury's Board of Trustees are invited to pick up tickets (no charge of course) at Proctor Information Desk. Breakfast will be in Unit A (Freeman) of the SDU's from 7:30 to 8:30, Saturday, November 1st.

winter exchange

Students interested in participating in a winter term exchange program with Berea College or St. Olaf College should see Dean McKinney in the Dean of Students office as soon as possible. This year's catalogues are now available.

This program is not open to Freshmen.

auditions

Auditions for the winter term experiment in repertory theater will be held in the Forrest West dining hall at the following times: Monday 3 Nov, 1:30-4:30, 7:30-9:30; and Tuesday 4 Nov, 7:30-9:30. Credit is available for the major roles.

skiers-ski fee

The Campus Sports Department has received some information on skiing discounts from the Student Ski Association. For a $7 annual membership fee you can cut your lift ticket costs at Killington from $11 to $6. The SSA also offers guide books and other cost saving aids designed specifically for students. If you'd like more information on the SSA, drop a note to the Campus Sports Department.

w.u. female questionaire

Women's Union will be sponsoring an extensive questionaire exploring aspects of Middlebury women's lives and life plans. Questions concerning the need for a female psychologist, female gynecologist and more women's courses will be included. There will also be inquiries about future career and/or family plans. People interested in helping conduct the survey should contact Shelley Maclay (C2046) or Nancy Munger (C 2864).

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classifieds

Winter Term Course "An examination of the conflict in Northern Ireland." From Bernadette Devlin to the White Papers. Interested? see Gene O'Neill, Forest East 201. Box 2526. By November 1, Saturday.

Wanted—dark green petit four for bereft, victimized poli sci groupie. Box 3443 or 2783.

Do not despair. The roach is alive and well.

Lost:
Watch in Kade Room, SDU'S on October 22. Finder please contact: Box 2081

Need someone to sketch a Christmas card design I've already thought up. It should be easy for an artist ; I just can't draw! Will pay. Call 8-7452.

HATHA YOGA INSTRUCTION: 12 lessons at beginner and intermediate levels. Call Linda Schubert at 388-2647.

Starting this week! **Gertrude Milliken Awards.** Best "tush" of the week — T.C.

Found? My raincoat needs its home. Pam Cross, C3180

For sale: Portable Smith-Corona typewriter. New and hardly used. $40. Amy Stillman, Box C2089, Kelly 401.

David:
A VERY GRAPHIC BELATED BIRTHDAY, MONSIEUR VENTS

birthday greetings
TO K.J. SENIOR AND THE MARVELLOUS MS. LANGE